CENTRE FOR RESEARCH IN HUMAN DEVELOPMENT (CRDH)
CONCORDIA UNIVERSITY
Loyola Campus
7141 Sherbrooke St. West
Montreal, Quebec, Canada H4B 1R6
Telephone: 514-848-2424 ext. 2240
Fax: 514-848-2815
crdh@alcor.concordia.ca
crdh.concordia.ca

CENTRE DE RECHERCHE EN DÉVELOPPEMENT HUMAIN (CRDH)
UNIVERSITÉ CONCORDIA
Campus Loyola
7141, rue Sherbrooke Ouest
Montréal (Québec) Canada H4B 1R6
Téléphone : 514 848-2424, poste 2240
Télécopieur : 514 848-2815
Courriel : crdh@alcor.concordia.ca
crdh.concordia.ca
the participants were asked to write about how they possess unfavorable opportunities to undo their regrets and to subsequently consider disengaging from their regrets whereas the other half of participants were asked to write about favorable opportunity and how they might successfully undo their regrets. I hypothesized that older adults, who often possess unfavorable opportunities, would benefit most from focusing on their low opportunities whereas younger adults would benefit most from focusing on their high opportunities. The results supported these hypotheses. Older, but not younger, adults in the low opportunity condition had increases in psychological closure at three-month follow-up whereas younger, but not older, adults in the high opportunity condition had decreases in regret intensity at three-month follow-up. Furthermore, these changes mediated the relationship between condition assignment and three-month changes in sleep quality therefore highlighting a pathway from regret management to improved physical health. Implications and future directions will be discussed.

Quality of maternal touching and fullterm and very-low-birth-weight preterm infants' self-regulating abilities during a face-to-face still-face interaction
Ameile D.L. Jean & Dale M. Stack (Concordia University)
Infants' ability to regulate emotions during distress emerges through mother-infant exchanges. It has been suggested that the self-regulating abilities of very-low birth weight (VLBW) preterm infants may be hindered. Since, mother's touch as been shown to promote emotional regulation in fullterm infants, examining the contribution of mother's touch and VLBW-preterm infants' self-regulating abilities in response to distress would make an important contribution toward understanding processes of regulation and their association with touch. Mothers and their 5½-month-old fullterm (n=40) and VLBW-preterm (n=40) infants participated in a Still-Face (SF) procedure. The objectives were to compare: (1) types of infants' self-regulating abilities, (2) functions of maternal touch, (3) impact of infants' distress on these mother-infant behaviors. Dyads participated in two Normal (N) interaction periods separated by a SF period; these interactions were coded second-by-second for infants' self-regulating behaviors, maternal functions of touch, and infants' distress level. Both groups engaged in similar amounts of self-regulatory behaviors across periods with increased self-comforting, attention-seeking and escape behaviors during the SF. In the Peason (RN) period, fullterm infants demonstrated greater self-comforting-regulatory behavior than did VLBW-preterm infants. Infants exhibiting low distress displayed more gaze aversion in the RN. Regarding the functions of touch, mothers of both groups used attention-getting touch during the N period and more nurturing and playful touch in the RN. However, mothers of VLBW-preterms engaged in more playful touching across periods. Mothers' reactions to their infants' distress level during the SF differed; when fullterms exhibited distress, mothers increased their amount of nurturing touch, whereas no changes in touch were observed in VLBW-preterm dyads. Taken together, findings underscore the importance of studying self-regulating behaviors and touch within mother-infant dyads, and highlight the importance of examining infants' reactions to the SF and the impact of birth status on mother-infant regulating behaviors.

Gambling on Internet Poker: What's Really at Stake?
Tsvetelina Mihaylova & Sylvia Kairouz (Concordia University)
This study aims to describe online poker gambling patterns and the associated risks among university students by comparing Internet to non-Internet poker players. The sample (N=367) was drawn from the Gambling among University Students Survey (EN-HIJL) conducted among undergraduate students in three universities and three affiliated schools in Montreal. The study employed the Canadian Problem Gambling Index diagnostic measure (Ferris & Wynne, 2001), gambling involvement indicators, and socio-demographic measures. Alcohol and substance use and abuse measures and questions on major life area problems were used to assess gambling-related problems. Logistic regressions revealed that compared to non-Internet poker players, Internet poker players are more likely to be male (OR=6.5, p<.001) and to be born outside Canada (OR=21.1, p<.05). They are also more likely to report higher levels of problem gambling (17.4 vs. 1.1%), spend more money and have more debt as a result of playing poker. Compared to non-Internet poker players, Internet poker players show an increased likelihood to use illicit drugs (OR=21.1, p<.05), and to experience problems with their family, studies, finances, and work due to gambling on poker. The risks associated with Internet and poker gambling for university students, namely an increased vulnerability to gambling problems, substance use and major life area problems, warrant interventions addressing the co-occurring nature of these behaviours.
Part One: Welcome and Description of CRDH

Letter from CRDH Director ........................................ 3
Letter from CRDH Associate Director ......................... 3
Introduction ................................................................ 4
Mission Statement .................................................... 4
Our Objectives .......................................................... 6
CRDH Research Program ........................................... 7
Steering Committee and Staff ..................................... 10

Part Two: Members

Introduction .............................................................. 12
List of Members ......................................................... 13
International Members .............................................. 14
Feature: A Developmental Perspective ....................... 15
Selected Member Activities ...................................... 17

Part Three: Research

Introduction .............................................................. 21
List of Grants ............................................................ 21
Feature: Alex Schwartzman ....................................... 24
Feature: Melanie Dirks .............................................. 26
List of Publications ................................................... 27

Part Four: Training

Introduction .............................................................. 39
List of CRDH Trainees ............................................... 41
Training Activities ..................................................... 47
Selected Theses Titles ................................................. 48
Recognizing Excellence in Research Training .............. 50
CRDH Fellowship Awards .......................................... 50

Part Five: Communication, Public Policy, and Community Outreach

Introduction .............................................................. 52
Members in the Community ......................................... 53
Presentations ............................................................ 55
Feature: Annual Conference ....................................... 70
PART ONE: WELCOME AND DESCRIPTION OF CRDH
Groups, as well as individuals, need to address the question of what they are doing and why they are doing it. Without a guiding idea or sense of purpose, a group will slowly lose its coherence and direction. At the present moment CRDH has the luxury – and responsibility – to reflect on the questions that are at the centre of our activities and that give us direction and coherence. As a multidisciplinary research group that covers issues from across the life span, the CRDH needs to define itself in ways that transcend and encompass the vast array of development-related topics that are studied by CRDH researchers and trainees. Finding the theme that holds the Centre together and that bring the CRDH members together is a common interest in successful development. This theme is as much a question as it is the overriding and defining theme that provides coherence for the Centre’s research programs. CRDH researchers as a group want to know what it means to for a person to develop successfully. This issue is not just an idle concern that attracts the interest of ivory tower researchers. It is relevant to the more general and widespread interest in the nature of competent human functioning and it provides direction for policy makers and person in applied professions. Although the answer to this question will vary across age and across contexts, one can point to several intersecting domains of functioning that are critical to “success” at multiple points across the life span. These domains include the acquisition and maintenance of skills, the ability to form satisfying relationships, physical health, and having a positive sense of one’s abilities and goals. Surely, each lab within CRDH will be concerned with only a part of what it means to be a successfully developed person. For all of us however, this theme serves as a powerful organizing concept that can give our projects a broader and richer purpose and meaning.

Bill Bukowski
CRDH Director

As always, it is a rewarding exercise to reflect back to the Centre’s accomplishments and highlights. The past year has been no different in producing top-notch seminars and workshops. A new format for our seminar series has proven to be successful in bringing together Centre members, trainees, community partners, and outside experts. This past year, the Friday Seminars included the topics of Achievement in schools, Alcoholism, Bilingualism, and Money in retirement. The new format allowed more time for multiple speakers, discussion, and easier cross-campus participation. I look forward to September when the new series begins.

We also welcomed several new Researchers in the past year: Drs. Jean-Pierre Gagné (Audiologie & Orthophonie, Université de Montréal), Melanie Dirks (Psychology, McGill), Sylvain Sirois (Psychologie, Université du Québec à Trois-Rivières), Helena Osana (Education, Concordia), Annie Bernier (Psychologie, Université de Montréal), Krista Byers-Heinlein (Psychology, Concordia), Nathan Hall (Educational and Counselling Psychology, McGill University), Sylvia Kairouz (Sociology & Anthropology, Concordia), Suzanne King (Psychiatry, Douglas Mental Health University Institute - McGill University), Sandra Martin-Chang (Education, Concordia), Line Nadeau (Réadaptation, Université Laval), and Holly Recchia (Education, Concordia).

I look forward to hearing more about their work at our September orientation meeting, where newer and older members will team up in novel combinations to discuss their overlapping interests.

I have highlighted only a few of the Centre’s recent developments here, and urge you to read on to learn more about the tremendous energy and commitment that our members have given to CRDH in the past year.

Karen Li
Associate Director
What is the Centre for Research in Human Development?

CRDH is an internationally recognized research and training centre, with central facilities housed at Concordia University, in Montreal, Quebec. We are an active and evolving regroupement focused on the study of human development across the life span. Throughout its 30 year history, CRDH has promoted research on the processes that underlie development from infancy through old age. A particular concern of CRDH-based research is the identification of developmental factors and processes that account for individual differences in competence across the population. Presently, CRDH has 59 Members (41 Québec Researchers and 18 Researchers “Hors du Québec”), and over 225 Trainees (Cycles 2, 3, 4) from 9 disciplines (psychology, education, sociology, political science, geography, sexology, exercise science, audiology, and decision science) at 6 universities (Concordia, U. Laval, McGill, U. de Montréal, UQAM, UQTR). The Centre also includes a growing number of community partners who help to guide our research program, and participate in our ongoing research and training projects. The Centre and its members are committed to advancing our understanding and support of human growth and development from birth through old age. Using a model that focuses on key transitions in the human life cycle, CRDH serves as a centre for advanced research training, collaboration, and cross-disciplinary work.

Life transitions present opportunities for growth. But they can also present serious challenges across the life-course. A baby learning to talk, an adolescent beginning to take on more adult responsibilities, and an adult becoming a parent for the first time, all face critical tests of the skills they have learned up to that point. When a life transition does not go well, for whatever reason, that individual is likely to be ill-prepared for the next inevitable challenge. A negative cascade begins, and it can affect the individual, the family, and the community. On the other hand, when developmental challenges are successfully met, positive outcomes and enhanced contributions to society are likely to follow.

The CRDH is committed not only to state-of-the-art science and training, but also to bringing the best research to the community. CRDH and its members reach out to service organizations and policymakers whose goals are to translate understanding of human development into effective public policy.

CRDH Mission Statement

The Centre de Recherche en Développement Humain (CRDH) mission is: (a) to support interdisciplinary research on human development across the lifespan; (b) to promote the development and maintenance of a critical mass of researchers in the area of human development; (c) to support and to help to increase overall research capacity in the area of human development, including the training of new researchers; and (d) to stimulate and facilitate the creation of partnerships between groups of researchers who belong to the CRDH as well as with public and private institutions. The CRDH’s ultimate goal is to increase knowledge about the biological, psychological, environmental, and social factors affecting human development and to transfer this knowledge to people who use it, including clinicians, government decision-makers, and the general public in Québec and internationally. By fulfilling its mission, the CRDH will help to promote successful development across the human lifespan and to prevent the expression of difficulties in human development.
Qu’est-ce que le Centre de recherche en développement humain ?

Le Centre de recherche en développement humain (CRDH) est un centre de recherche et de formation de réputation internationale basé à l’Université Concordia, Montréal, Québec. Le CRDH est un regroupement actif et évolutif qui concentre ses travaux sur le développement humain tout au long de la vie. Pendant ses trente ans d’existence, il a promu la recherche sur les processus qui sous-tendent le développement, de la petite enfance à l’âge avancé. Ses chercheurs s’intéressent particulièrement à l’identification des facteurs et des processus développementaux qui expliquent les différences individuelles de compétence dans la population. À l’heure actuelle, le CRDH compte 59 membres (41 chercheurs du Québec et 18 chercheurs hors du Québec) et plus de 225 étudiants (des 2e, 3e et 4e cycles), provenant de 9 disciplines (psychologie, éducation, sociologie, science politique, géographie, sexologie, sciences de l’exercice, audiologie, sciences de la décision) dans 6 universités (Concordia, U. Laval, McGill, U. de Montréal, UQAM, UQTR). De plus, il comprend de nombreux partenaires de la collectivité qui aident à orienter son programme de recherche et qui participent à ses projets de recherche et de formation. L’objectif du Centre et de ses chercheurs consiste à comprendre, à soutenir et à faire progresser la croissance et le développement humain, de la naissance à la vieillesse. Axé sur les transitions clés du cycle de la vie, le CRDH favorise la collaboration, la formation avancée en recherche et les travaux multidisciplinaires.

Les transitions qui jalonnent la vie sont certes des occasions de croissance, mais elles posent également de sérieux défis. Qu’il s’agisse d’un bébé qui apprend à parler, d’un adolescent qui commence à prendre de plus en plus de responsabilités ou d’un adulte qui devient parent pour la première fois, tous sont confrontés à des situations qui mettent à l’épreuve les habiletés acquises jusque là. Une transition mal franchie, peu importe la raison, rendra la personne vraisemblablement mal préparée pour négocier les inévitables défis qui vont suivre. S’ensuit une cascade d’événements négatifs qui l’affecteront ainsi que sa famille et sa communauté. Par contre, il y a de fortes chances qu’un défi développemental surmonté avec succès s’accompagne de retombées positives pour un individu, incluant une plus grande contribution à la société.

Le CRDH est engagé non seulement à promouvoir la science et la formation de pointe, mais aussi à produire la meilleure recherche possible pour la communauté. Ainsi, le CRDH et ses membres bénéficient du partenariat des organismes de service et de ceux et celles qui établissent les politiques et qui ont pour mandat de traduire notre compréhension du développement humain en des politiques sociales publiques et communautaires efficaces.

Mission du CRDH

La mission du CRDH est: (a) de soutenir la recherche interdisciplinaire sur le développement humain tout au long de la vie; (b) de promouvoir l’expansion et le maintien d’une masse critique de chercheurs dans ce domaine; (c) de soutenir et favoriser l’accroissement du potentiel de recherche dans le domaine du développement humain, y compris la formation de nouveaux chercheurs; et (d) de stimuler et faciliter la création de partenariats entre des groupes de chercheurs membres du CRDH, de même qu’avec des institutions publiques et privées. Son but ultime est d’accroître les connaissances par rapport aux facteurs biologiques, psychologiques, environnementaux et sociaux qui affectent le développement humain, et de transmettre ces connaissances aux gens qui s’en servent, comme les cliniciens, les décideurs politiques et le grand public, au Québec comme ailleurs dans le monde. En remplissant sa mission, le CRDH favorisera la promotion du développement humain la vie durant et la prévention des difficultés qui peuvent l’entraver.
CRDH Objectives:

CRDH aims to develop a programme that will promote a multidisciplinary approach to the understanding of the complex processes and phenomena related to human development. Two important themes of the research programs related to CRDH are (a) the importance of situating individuals within a contextual frame so that one can assess the importance of individual behaviour and contextual factors and the interaction between them, and (b) the value of taking a multidisciplinary approach to both basic and applied research questions. This recognition of the value of an approach that integrates concepts from different disciplinary perspectives and that sees individuals as embedded within particular contexts is reflected in the Centre's multidisciplinary composition and its training programs and activities. The Centre provides an organizing structure that brings together our researchers and their Cycle 2, 3, and 4 Trainees in order to facilitate a life span perspective in human development research. In doing so the Centre is able to increase the national and international visibility of the work of its researchers and trainees and to attract international researchers to the Centre. The Centre has placed increased emphasis on its efforts to engage in an effective dialog with its community partners and public policy agencies.

Objectifs du CRDH:

Le CRDH vise à développer un programme qui favorise une approche multidisciplinaire afin de comprendre les processus et phénomènes complexes liés au développement humain. La recherche au CRDH repose sur deux thèmes prédominants : (a) l’importance de situer les individus dans un cadre contextuel qui permette d’évaluer l’importance du comportement individuel, des facteurs contextuels et des interactions entre les deux; et (b) la valeur apportée par l’approche multidisciplinaire aux questions posées en recherche fondamentale comme appliquée. La valeur accordée à une approche intégrée des concepts de diverses perspectives disciplinaires et qui voit les individus comme vivant dans des contextes particuliers se reflète tant dans la composition multidisciplinaire du Centre que dans ses programmes de formation et ses activités. La structure organisationnelle du CRDH rassemble ses chercheurs et leurs étudiants des deuxième, troisième et quatrième cycles, pour faciliter une perspective de recherche en développement humain qui englobe toute la vie. Le Centre peut ainsi accroître la visibilité nationale et internationale des travaux de ses chercheurs et étudiants, et attirer des chercheurs de renommée internationale. En outre, il a accru ses efforts pour établir un dialogue efficace avec ses partenaires dans la collectivité et les agences de politiques publiques.
CRDH Research Program

Research theme: Critical transitions and challenges across the life-course

The members of the Centre for Research in Human Development study human development from infancy to old age. The main objective of our research program is to examine individual and family adaptation across critical developmental transitions. Our research program focuses on the acquisition and maintenance of human competencies across the life course, and the social and environmental factors that allow individuals to successfully use these competencies to face the challenges of successive developmental transitions. The theoretical and methodological underpinnings of our approach are drawn from the social and life sciences. This approach integrates models and methods drawn from related social, health, and neuroscience disciplines. To have the most innovative and comprehensive approach possible, CRDH integrates the unique and complementary strengths of researchers from psychology, sociology, education, geography, political science, decision science, and exercise science.

We include normative, atypical, and clinical populations within our research program. Each distinct group can contribute to our understanding of specific developmental, health, and policy issues, including population needs and potential solutions. Because basic competencies and adaptations to successive transitions affect future developmental outcomes, we take a life-course approach to understanding and studying development. Due to the complexity of the issues, we have intensified our cross-disciplinary approach to the specific areas of transition within our research program. Our methods are integrated from across disciplines, in order to have the most innovative and comprehensive approach possible. Accordingly, the development and application of innovative methods is one of the basic research priorities of our program. Health, education, and social policy in relation to developmental transitions are integrated within each axis, enabling us to integrate policy needs and implications within each of our research and dissemination programs.

Programme de recherche du CRDH

Thème de recherche : les transitions et les défis critiques qui jalonnent la vie


Notre programme de recherche inclut des populations normatives aussi bien qu’atypiques et cliniques, car chacun de ces groupes contribue, à sa façon, à notre compréhension des problématiques liées au développement, à la santé et aux politiques, y compris les besoins des populations et les solutions possibles. Parce que les compétences de base et l’adaptation aux diverses transitions successives ont des répercussions sur le développement ultérieur, notre programme couvre tous les cycles de vie. Étant donnée la complexité des problématiques, nous avons intensifié notre approche interdisciplinaire face aux diverses transitions qui font l’objet de notre programme de recherche. Nos méthodologies intégrées recoupent diverses disciplines pour arriver à une approche qui soit la plus innovatrice et la plus globale possible. En fait, l’élaboration et l’application de méthodes novatrices constituent l’une de nos priorités. Nous intégrons les problématiques en matière de santé, d’éducation et de politiques à l’intérieur de chaque axe de recherche, afin d’inclure les besoins en matière de politiques et leurs implications dans chacun de nos programmes de recherche et de dissémination.
CRDH Axes & Core Dimensions

Axis 1:
Infancy & Early Childhood (Acquiring basic skills and entering the social world)

Identifying the pathways through which major milestones and competencies are achieved and the factors that optimize well-being in young children are investigated. The development of emotional competence, language, cognition, theory of mind and morality are studied, including processes of socialization. Family, psychosocial, physiological, and cultural contributors to the development of adaptive and maladaptive social and emotional functioning in children are examined. The neurophysiological, cognitive, behavioral, social and environmental factors that underly academic success are a focus, as well as the development of attachment processes, the parent-child relationship, and other close relationships. These are studied within the context of a variety of populations. Also studied is risk and resilience for psychosocial, mental and physical health problems, including mechanisms for intergenerational transfer, politics of reproduction, economic disadvantage and health promotion. The Leader of Axis 1 is Dale Stack.

Theme 1.1: Acquisition of basic skills
Theme 1.2: Development of interpersonal competence
Theme 1.3: Identification of risk and protective factors that influence children's development

Axis 2:
Adolescence & Young Adulthood (A period of multiple transitions and challenges)

Axis 2 research focuses on key transitions of adolescence and young adulthood from a multidisciplinary perspective. Using a variety of methodologies, the Axis attempts to elucidate the complex interplay of societal values, individual characteristics, family, and psychobiological development in a changing environment. Axis 2 initiatives include epidemiological and experimental research approaches aimed at addressing a broad range of key contemporary issues in society, including obesity, mental health, school achievement, marginalization, interpersonal functioning, youth violence, sexual diversity, and social inequality. The Leaders of Axis 2 are Melanie Dirks and Mark Ellenbogen.

Theme 2.1: Predicting social and emotional competence across time
Theme 2.2: Understanding the influence of ethnicity, social inequality, culture, and sexual orientation on development
Theme 2.3: Identifying obstacles to school competence and academic success

Axis 3:
Parenting & Family Life (New roles and responsibilities)

Pathways to development associated with parenting and family life factors promoting optimal child outcomes are investigated. Basic processes of development related to diversity in family environments (e.g., low SES), structure (e.g., gay/lesbian parenting, single parent), subsystems (parent-child, sibling), and the processes and strategies (e.g., conflict resolution) promoting socio-emotional well-being and healthy relationships are studied. The identification of prime factors (e.g., social, policy, intergenerational transfer) associated with risk and resilience are examined. The antecedents and dimensions of parent-child relations (e.g., early attachment), the social world (e.g., home, school), and associations with child outcomes, in particular instrumental competence (e.g., school adjustment) define this theme. Research on parenting in the context of special populations is conducted (e.g., prematurity, abuse, adoption, aggressive children, schizophrenia). The Leader of Axis 3 is Nina Howe.

Theme 3.1: Factors promoting risk and resilience in children and families
Theme 3.2: Diversity of family life, family structure, and the impact on children's instrumental competence and related family policies
Theme 3.3: Associations between family dynamics, family subsystems, the social world, and family well-being
Axis 4: 
Adult Development & Successful Aging 
(Maintaining quality of life and managing loss)

The Members of Axis 4 examine mechanisms involved in successful development across adulthood and old age. Their research endeavors include the identification of social, personality, cognitive, perceptual, and neuropsychological processes that contribute to pathways of successful aging from young adulthood to old age. Major development outcomes incorporate cognitive capacities, subjective well-being, and physical health. Many of the research activities are interdisciplinary in nature and investigate how individual and contextual factors work together in predicting adaptive developmental outcomes. Because of the longitudinal nature of developmental processes across the adult lifespan, Axis 4 has a strong emphasis on methodological advancement with regard to modeling trajectories of change in adaptive outcomes over time and identifying important predictors. The Leader of Axis 4 is Carsten Wrosch.

Theme 4.1: Social, political, personality, and cognitive determinants of retirement transitions
Theme 4.2: Cognitive, sensorimotor, and neuropsychological mechanisms of successful development across the adult
Theme 4.3: Social, personality, and contextual predictors of successful development across the adult lifespan

Core Dimension 1: 
Internationalization & Global Perspective

The purposes of the Internationalization and Global Perspective Dimension are (a) to promote opportunities for participation in international partnerships, (b) to facilitate research and training in other countries, and (c) to foster a consciousness regarding the importance of literally pushing the boundaries in research on human development. This dimension is committed to the premise that in the current research climate an « international » emphasis needs to go beyond mere networking. The Leader of this Core Dimension is Réjean Tessier.

Core Dimension 2: 
Developmental Methods

The activities of the Developmental Methods Dimension are primarily aimed at helping CRDH Members keep up with recent advances in research methods that are immediately relevant to the study of human development. Research on human development is dependent on sophisticated methods and statistical techniques that are in a constant state of improvement. This Dimension plans activities to help CRDH Members remain well informed of these changes. A secondary aim is to complement the discipline-based methods courses taken by our Trainees with instruction in procedures specifically suited to studying development. The particular focus of many of our activities is the study of change. The specific activities of the Dimension are (a) presenting workshops on methods and (b) providing statistical consultation. The Leaders of this Core Dimension are Annie Bernier and William Bukowski.

Core Dimension 3: 
Knowledge Transfer & Public Scholarship

The Knowledge Transfer and Public Scholarship Dimension has two purposes. Its first purpose is to oversee and facilitate connections between CRDH Members and community partners. The second goal is to situate CRDH research within the broader issues of concern to the general public and to engage CRDH in intellectual issues that are of interest beyond the walls of the “academic” community. The Leader of this Core Dimension is Harriet Petrakos.
**CRDH Steering Committee;**

2010-11

Bill Bukowski; Director  
*Psychology, Concordia University*

Thérèse Bouffard; Associate Director  
*Psychology, Université du Québec à Montréal*

Karen Li; Associate Director  
*Psychology, Concordia University*

Dale Stack; Axis 1 Leader  
*Psychology, Concordia University*

Melanie Dirks; Axis 2 Leader  
*Psychology, McGill University*

Mark Ellenbogen; Axis 2 Leader  
*Psychology, Concordia University*

Nina Howe; Axis 3 Leader  
*Education, Concordia University*

Carsten Wrosch; Axis 4 Leader  
*Psychology, Concordia University*

Giovani Burgos; Researcher  
*Sociology, McGill University*

Sarah Etezadi; “Dialogue” Co-Editor

Karine Bédard; Graduate Student  
*Psychologie, Université du Québec à Montréal*

Alexa Martin-Storey; Graduate Student  
*Psychology, Concordia University*

---

**CRDH Staff**

Michelle Cormier  
*Document Assistant*

Donna Craven  
*Administrator*

Sarah Fraser  
*Knowledge Translation Officer*

Pierre-Etienne Mercier  
*IT Manager*

Pippa Ross  
*Secretary*

Nassim Tabri  
*Statistical Consultant*
PART TWO: MEMBERS
Part Two: Members

Presently, CRDH has 59 Researchers (41 Québec researchers and 18 researchers “Hors du Québec”), from 9 disciplines (psychology, education, sociology, political science, geography, sexology, exercise science, audiology, and decision science) at 6 universities (Concordia, U. Laval, McGill, U. de Montréal, UQAM, UQTR). The extent of their experience and expertise ranges from talented, young faculty with promising research programs to senior scientists who have achieved world-recognition for their accomplishments and unique expertise. Each of our members holds research grants, and reviews regularly for scientific journals and funding agencies. Several serve in senior editorial positions or as members of standing review committees for provincial, federal, or US funding agencies. Many of our current members play leadership roles in the direction of research networks in the areas of health, education, and social services and also hold research advisory roles to public policy makers and service agencies.

À l’heure actuelle, le CRDH compte 59 Chercheurs (41 chercheurs du Québec et 18 chercheurs hors du Québec), provenant de 9 disciplines (psychologie, éducation, sociologie, science politique, géographie, sexologie, sciences de l’exercice, audiology, sciences de la décision) dans 6 universités (Concordia, U. Laval, McGill, U. de Montréal, UQAM, UQTR). Les membres du CRDH forment un groupe exceptionnel de chercheurs, allant de jeunes professeurs de haut calibre, dont les programmes de recherche sont prometteurs, à des scientifiques chevronnés qui se sont taillés une réputation mondiale par leurs réalisations et leur expertise unique. Chaque membre détient une ou plusieurs subventions de recherche et siège régulièrement sur des comités d’évaluation de revues scientifiques (dont plusieurs à titre d’éditeurs principaux) et d’agences subventionnaires québécoises, fédérales ou américaines. Un grand nombre de nos membres jouent des rôles clés à la tête de réseaux de recherche dans les domaines de la santé, de l’éducation et des services sociaux, en plus d’agir à titre de consultants auprès d’organismes de politiques et de services publiques.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department/Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOUD, Frances</td>
<td>Professor, Department of Psychology</td>
<td>McGill University</td>
</tr>
<tr>
<td>BERNIER, Annie</td>
<td>Professeure Agrégée, Département de psychologie, Université de Montréal</td>
<td></td>
</tr>
<tr>
<td>BOUFFARD, Thérèse</td>
<td>CRDH Associate Director, Professeure titulaire, Département de psychologie, Université du Québec à Montréal</td>
<td></td>
</tr>
<tr>
<td>BUKOWSKI, William</td>
<td>CRDH Director, Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>BURGOS, Giovani</td>
<td>Assistant Professor, Department of Sociology, McGill University</td>
<td></td>
</tr>
<tr>
<td>BYERS-HEINLEIN, Krista</td>
<td>Assistant Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>CHAMBERLAND, Line</td>
<td>Professeure, Département de sexologie, Université du Québec à Montréal</td>
<td></td>
</tr>
<tr>
<td>CONWAY, Michael</td>
<td>Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>DEMONT, Richard</td>
<td>Associate Professor, Department of Exercise Science, Concordia University</td>
<td></td>
</tr>
<tr>
<td>DIRKS, Melanie</td>
<td>Assistant Professor, Department of Psychology, McGill University</td>
<td></td>
</tr>
<tr>
<td>DOYLE, Anna-Beth</td>
<td>Distinguished Professor Emeritus, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>ELLENBOGEN, Mark</td>
<td>Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>ETEZADI, Jamshid</td>
<td>Associate Professor, Department of Dec. Science &amp; MIS, Concordia University</td>
<td></td>
</tr>
<tr>
<td>GAGNÈ, Jean-Pierre</td>
<td>Professeure titulaire, École d’orthophonie et d’audiologie, Université de Montréal</td>
<td></td>
</tr>
<tr>
<td>HALL, Nathan</td>
<td>Assistant Professor, Department of Educational &amp; Counselling Psychology, McGill University</td>
<td></td>
</tr>
<tr>
<td>Howe, Nina</td>
<td>Professor, Department of Education, Concordia University</td>
<td></td>
</tr>
<tr>
<td>JULIEN, Danielle</td>
<td>Professeure titulaire, Département de psychologie, Université du Québec à Montréal</td>
<td></td>
</tr>
<tr>
<td>KAIROUZ, Sylvia</td>
<td>Assistant Professor, Department of Sociology &amp; Anthropology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>KING, Suzanne</td>
<td>Associate Professor, Department of Psychiatry, Douglas Mental Health University Institute, McGill University</td>
<td></td>
</tr>
<tr>
<td>LI, Karen</td>
<td>CRDH Associate Director, Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>MARIER, Patrik</td>
<td>Associate Professor, Department of Political Science, Concordia University</td>
<td></td>
</tr>
<tr>
<td>MARTIN-CHANG, Sandra</td>
<td>Assistant Professor, Department of Education, Concordia University</td>
<td></td>
</tr>
<tr>
<td>NADJEAU, Line</td>
<td>Professeure sous octroi, Département de Réadaptation, Université Laval</td>
<td></td>
</tr>
<tr>
<td>OSANA, Helena</td>
<td>Associate Professor, Department of Education, Concordia University</td>
<td></td>
</tr>
<tr>
<td>PATERSON, Stephanie</td>
<td>Assistant Professor, Department of Political Science, Concordia University</td>
<td></td>
</tr>
<tr>
<td>PENHUNE, Virginia</td>
<td>Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>PETRAKOS, Hariclia</td>
<td>Associate Professor, Department of Education, Concordia University</td>
<td></td>
</tr>
<tr>
<td>PHILLIPS, Natalie</td>
<td>Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>POULIN-DUBOIS, Diane</td>
<td>Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>PUSHKAR, Dolores</td>
<td>Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>RECCHA, Holly</td>
<td>Assistant Professor, Department of Education, Concordia University</td>
<td></td>
</tr>
<tr>
<td>ROSS, Nancy</td>
<td>Associate Professor, Department of Geography, McGill University</td>
<td></td>
</tr>
<tr>
<td>SANDBERG, John</td>
<td>Associate Professor, Department of Sociology, McGill University</td>
<td></td>
</tr>
<tr>
<td>SCALA, Francesca</td>
<td>Associate Professor, Department of Political Science, Concordia University</td>
<td></td>
</tr>
<tr>
<td>SERBIN, Lisa</td>
<td>Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>SIROIS, Sylvain</td>
<td>Professeur, Département de psychologie, Université du Québec à Trois-Rivières</td>
<td></td>
</tr>
<tr>
<td>STACK, Dale</td>
<td>Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>TESSIER, Réjean</td>
<td>Professeure titulaire, École de psychologie, Université Laval</td>
<td></td>
</tr>
<tr>
<td>WROSCHEL, Carsten</td>
<td>Associate Professor, Department of Psychology, Concordia University</td>
<td></td>
</tr>
<tr>
<td>ZELAZO, Philip</td>
<td>Professor, Department of Psychology, McGill University</td>
<td></td>
</tr>
</tbody>
</table>
With the goal of broadening our research platform, CRDH has developed and maintained many National and International collaborations over the years. Collaborations on developmental topics across the lifespan include researchers within Canada (British Columbia, Manitoba, Ontario) and outside our Canadian borders (France, USA, United Kingdom, Germany). The richness of these collaborations is demonstrated in the exchange of research theory, methodology and by strengthening exiting developmental findings by asking similar questions in different research environments.

CRDH International Members

BLAYE, Agnès; Université de Provence
COPLAN, Robert; Carleton University
FELDMAN, Maurice; Carleton University
FOGEL, Alan; University of Utah
FORMAN, David; University of Connecticut
GOETZ, Thomas; University of Konstanz
HASTINGS, Paul; University of California - Davis
HECKHAUSEN, Jutta; University of California - Irvine
HODGINS, Sheilagh; University of London - Kings College
HOZA, Betsy; University of Vermont
JOHANSEN-BERG, Heidi; Oxford University
LOPEZ, Stella Luz; Universidad del Norte - Barranquilla, Colombia
MILLER, Gregory; University of British Columbia
MILLS, Rosemary; University of Manitoba
PANSU, Pascal; Université Pierre-Mendes (Grenoble-France)
RUBIN, Kenneth; University of Maryland
SHIRTCLIFF, Elizabeth; University of New Orleans
WING, Alan; University of Birmingham
ZAHN-WAXLER, Carolyn; National Institutes of Health
The “Wonder Years” of CRDH:

Growing Up the creation of CRDH was a culmination of the Centre’s founders’ vision to build a world-class training and research centre in the area of life course development. Drs. Anna Beth Doyle, Dolores Pushkar, Alex Schwartzman, Lisa Serbin, and the late Donna White were the driving force behind the birth of CRDH in 1981. Most of you probably don’t know this but CRDH was actually one of the very first research centres at Concordia University.

Funding obtained for the Centre not only provided support for researchers through the way of personnel and equipment, but also provided support for the training of students (i.e., CRDH fellowships) and allowed for the dissemination of research through travel awards. Receiving government funding for research centres was very new at the time and no one was quite sure about what information was required in order to apply for centre funding.

Dr. Lisa Serbin states that the original funding application for the Centre that was sent to the Quebec government was an “encyclopedia of the members’ research” as thick as a novel. Indeed the application was so large that it was bound into an actual book before being sent off!

Students agree that CRDH has been successful at fulfilling its mandate to support budding researchers. “CRDH has been a forum for developmentalists to come together and share knowledge that either directly pertains to my research or complements my knowledge of developmental science,” says Julie Martin, a current doctoral student member at Concordia. Célia Matte-Gagné, a new student member from the Université de Montréal explains that CRDH represents a great opportunity to connect with students and researchers who are interested in similar domains of development.

Adolescence: Coming of Age

CRDH has definitely matured with age; it has grown in stature, breadth of interests, and the disciplines it houses. At birth, CRDH had only five members in the psychology department; it was undisciplinary and limited to Concordia researchers. Puberty hit full force in 2003 with major reforms coming from the government (i.e., the FQRSC’s Programme Regroupements Stratégiques) leading to paradigm shifts in the role and future of CRDH.

In the 1980s the Centre had needed only five or six members. However, new government funding policies required a minimum of fifteen. Whereas previous policy allowed members to be within the same department within one university, new regulations required the Centre to be both multidisciplinary and multi-institutional. Akin to the crisis associated with adolescence and growth into maturity, you can imagine the transformation the Centre underwent to realize these objectives! Complicating matters further, the Centre was required to develop a unifying theme, forcing a shift away from the bottom up approach that had until then allowed researchers to investigate their various areas of interest. This task was not an easy one, but the CRDH members rose to the challenge. Despite the variability of the researchers, a singular theme for the Centre was created, namely, development across critical transitions in the life course, which has since remained the unifying theme of CRDH and led to the development of its Axes.

Adulthood: Current state of CRDH

Some important changes have occurred to establish the current success and maturity of the Centre. One of these changes is the emphasis placed on the Centre’s Axes and Core Dimensions. The four Axes follow the developmental trajectory from infancy to aging. In addition, three Core Dimensions that used to be embedded within each Axis have now moved to the forefront as they pertain to all research within all Axes.

The first Core Dimension, Internationalization and Global Perspective, refers to the global acquisition of knowledge with a focus on international collaboration (e.g., sending Trainees to different countries to complete internships and learn new research techniques). The second Core Dimension, Knowledge Transfer and Public Scholarship, entails transferring what we know to the community and other Members of the Centre (e.g., producing “Dialogue” and including community partners at symposia and conferences). The third
Core Dimension, Developmental Methods, refers to the multitude of ways in which research is conducted (e.g., conducting workshops such as the recent one on Dynamic Systems Theory).

While the Core Dimensions have become a huge part of the CRDH structure, highlighting the backbone of CRDH helps organize and define the activities of the Centre, thereby making it easier to situate the goal of a workshop or a talk in relation to the larger goals of the Centre. For example, the recent workshop on Dynamic Systems was focused on the Core Dimension of Developmental Methods, but was relevant to all Axes. On the other hand, the recent poster session organized for aging researchers was focused on Axis 4 but all three Core Dimensions were involved. Another recent transformation that has occurred is the switch from the traditional CRDH Seminar Series to a more open discussion forum format (CRDH Symposium Series). The switch to a 3-hour block on Fridays once every few months instead of the monthly one-hour colloquia was done not only to make it more accessible for Members outside of Concordia to attend, but also to create a space where a panel of experts could open up a discussion about a problem, and invite community partners to share their perspective. A perfect example of this was the CRDH Symposium on Achievement in Boys and Girls held on October 26th/10. During this event, four CRDH Members from different disciplines discussed the ‘boy crisis’ in school achievement. Teachers and administrators from two school boards (the Lester B. Pearson School Board and the Riverside School Commission) were on the panel of discussants to provide their take on the issues. This collaboration clearly shows off the Centre’s initiative in tackling real-world problems, and in bridging research and practical domains.

This November, CRDH submitted a new application for funding to FQRSC for the next six years. One area of focus that is strongly emphasized in this application is multidisciplinary work. The productivity of CRDH in this area continues to grow as members from different domains join together to address complex problems. One example of a new project that will be initiated in the next few years involves the collaboration of aging researchers in the field of audiology, psychology, and sociology to study the access to resources of people with hearing loss. A growing percentage of the population have deficits in this area, however many people with hearing loss either do not know about the resources available to them, are unaware of their deficits, or simply are ashamed to admit it. A multidisciplinary approach to this issue can lead to promissing solutions.

What does the future hold for CRDH? Plenty - There is much more to look forward to in the lifespan development of the Centre, and the room for growth is large, as seen by the expanding list of members and disciplines working together to study the complexity of human development. One thing is for sure: CRDH does get better with age.

Healthy aging of CRDH: Looking to the future

Parallel to the development of any living organism, the Centre will always be in a constant state of change. The new shape of the Centre will depend largely on the funding agencies and the research initiated by CRDH Members. As new problems and questions arise in society, members of the Centre will develop new ideas to steer the Centre’s orientation, and recruit new members with specific areas of expertise.
Selected Member Activities

The research conducted by many CRDH Members has been featured in provincial, national, and international media over the past two years, increasing the visibility of the Centre and contributing to public awareness about developmental challenges and current findings.

**MARIER**

*Public Media Coverage:*

24/05/2011
07/05/2011
Interview with Josée Thibeault, Journal RDI.
22/04/2011
07/04/2011
21/10/2010
18/10/2010
Openline with Jason Smalley on CKRM in Regina on Pensions.
30/09/2010
Interview with Tom Young, News 88.9 Saint John (NB) on IRPP Pension Study.

**KAIROUZ**

*Public Media coverage following the publication of the ENHJEU-QUÉBEC survey report (2009)*

10/11/2010
Canal Argent/TVA, LCN, Radio-Canada television News, RDI en direct, Branchez-vous, CBC Television
The Guardian, Journal de Québec, Metro Montreal, Montreal Gazette, Rue Frontenac, St. John’s Telegram, Le Soleil, Toronto Star, Winnipeg Free-Press, Yahoo!Canada, 24 Heures

11/11/2010
CTV National News, Canada AM News Channel, V télé / CFJP
Le Devoir, Halifax Chronicle-Herald, Maclean’s, Metro Montreal, La Presse

12/11/2010
Medical News Today

13/11/2010
Le soleil

**WROSCH**

*Public Media Coverage:*

New York Times (July 2, 2011: Comparing Yourself to Others: It’s Not All Bad)
WNYC – National Public Radio (July 1, 2011: The Upside of Quitting)
Financial Times Magazine (May 27, 2011: When is it Time to Give Up?)
Montreal Gazette (May 20, 2011: Caretakers for Mentally Ill Carry Heavy Burden)

**POULIN-DUBOIS**

*Public Media Coverage:*

A new study from Diane Poulin-Dubois, a Concordia psychology professor, has shown that bilingual toddlers have a cognitive edge over their unilingual peers. Coverage appears in Agence Science Presse, April 2011.

Interview on the cognitive benefits of bilingualism published in an article in scientific magazine La Recherche, March 2011.

Radio interviews on bilingualism and cognition in children (January 2011) TBS eFM’s <This Morning> in Seoul, South Korea; 98.5 Montreal; Radio-Canada, Winnipeg; CJO-FM, Ottawa; The World
Today Weekend with Sean Leslie, CKNW, Vancouver.

A new study by Concordia psychology professor Diane Poulin-Dubois and colleagues suggests that bilingual children as young as the age of two start showing greater “cognitive flexibility” than toddlers who are unilingual. Coverage of this study appears on UPI News. January 2011

A new study by Concordia psychology professor Diane Poulin-Dubois and colleagues suggests that bilingual children as young as the age of two start showing greater “cognitive flexibility” than toddlers who are unilingual. Coverage of this study appears in over 50 media outlets nationally and internationally, including Global News, the Montreal Gazette (and throughout the Postmedia newspapers), Guelph Mercury, Metro News, Times of India, Science Daily, 98.5 FM Montreal and Europa Press (in Spanish).

LI

Public Media coverage of Trewartha, Penhune, & Li (2010).

Print/Online Coverage

January 18, 2011

Senior Citizens Do Not Adapt as Fast as Young People to Unexpected Events, Study Finds.

Senior Journal

Youth Adapt Faster Than Seniors to Unexpected Events.

Bioscience Technology

Concordia Study Finds Younger Adults React Faster To Sudden Changes.

News Medical

Youth Adapt Faster Than Seniors to Unexpected Events.

Science Codex

Mar. 8, 2011

Lorsque le grand âge nuit

Agence Science-Presse

MEDIA COVERAGE OF BLAIR, VADAGA, SHUCHAT, & LI (2011).

Broadcast Coverage

BBC Radio 5 live’s Drive (UK); April 21, 2011

Print/Online Coverage

Spring-Cleaning the Mind?; April 19, 2011

Bio-Medicine News

April 20

Do a Better Job by Spring Cleaning Your Mind

AOL Jobs

A cluttered brain doesn’t remember

Bio-Scholar News

Santé mentale

Canaë Santé

Forgetting Things As You Age: The Brain is Cluttered

Globe and Mail

Study shows that a cluttered brain doesn’t remember

Medical News Today

Older people suffer from cluttered memory

Times of India

April 21

Time to spring clean … your mind?

The Daily Mail (UK)

“Spring clean” your mind to improve your memory

The Independent (Ireland)

Older Minds Cluttered with Irrelevant Data

Official Wire

Older Minds Cluttered with Irrelevant Data

Kentucky News Network

Why a tidy mind works better

Sage Health News (UK)

Spring-cleaning the mind? Study shows a cluttered brain doesn’t remember

Science Daily

“Spring clean” your mind to improve your memory

The Telegraph (UK)

Older Minds Overcrowded with Irrelevant Information

ThirdAge.com

Cluttered Information Stimulates Memory Lapse in Old People, Study Says

Top News (New Zealand)

Older Minds Cluttered with Irrelevant Data

UPI
April 22
Scientists say memory lapses can be blamed on too much irrelevant information
China Daily News

April 23
Spring clean your mind to avoid memory lapses: scientists
Deccan Herald

Cluttered Brain Doesn’t Remember
Health News Track

April 24
Memory lapse? Clean your mind
Asian Age

Spring clean your mind to improve your memory
The Island (Sri Lanka)

Spring clean your mind to avoid memory lapses
Orissa Television (India)

Cervello: I ricordi lo intasano e funziona peggio
Tutto Gratis (Italy)

April 27
Faire le grand ménage du printemps … dans sa tête!
Radio-Canada

April 28
Troppi ricordi rallentano il cervello
Italia H24

April 29
Older people just know too much
IOL News (South Africa)

May 5
The Old Man Who Knew Too Much
San Fernando Valley Sun

KING

Media Coverage (Selected)

July 2011 (taping)
IWC Media, Glasgow via Handel Productions, Montreal
Wonders of the Modern World documentary series  Documentary
on epigenetics – interested in our prenatal stress studies

Fall 2010
Popular nonfiction book Origins by Annie Murphy Paul  Extensive
media coverage of this book: cover of Time, cover of NY Times
Book Review, Washington Post  5 pages about Project Ice Storm
www.originsthebook.com

November 12, 2010
http://www.cbc.ca/thecurrent/episode/2010/11/12/nov-1210---pt-3-
in-utero-experience/
The Current with Anna Maria Tremonti Taped radio interview
about ice storm and prenatal maternal stress
CBC National Radio
PART THREE: RESEARCH
Introduction

Since the funding of CRDH under the new Regroupements Statégiques program in 2004, a large number of recent research collaborations have resulted in an enormous growth at CRDH. In 2010-11 CRDH Researchers held 129 grants, corresponding to $8,881,685 of research funds. Many of these projects were new initiatives from teams composed of faculty affiliated to psychology, sociology, exercise science, public health, neurosciences, gerontology, psychiatry, education, and political science departments from across Québec and Canada.

List of selected Grants;
2010-11

Note: CRDH Researchers in bold

Abela, J.R.Z., Hankin, B.L., & Ho, Moon-Ho R.  Cognitive and interpersonal vulnerability to depression during the transition from middle to late adolescence (2006-11; CIHR)

Bernier, A.  Prospective links between the early caregiving environment and child competence at school entry: The mediating role of child executive functioning (2010-12; SSHRC)

Bherer, L., Bosquet, L., Dupuis, G., Kergoat, M.J., Li, K., & Vu, T.T.M. Physical training and cognitive stimulation for improving the mobility of frail older adults (2009-12; CIHR)

Bisanz, J., Osana, H., & Sherman, J. Bias d'évaluation et sentiment d'imposteur à l'école: Leur impact sur le fonctionnement scolaire et le bien-être psychologique des élèves (2009-12; SSHRC)

Bouffard, T. & Vezeau, C. Bias d'évaluation et sentiment d'imposteur à l'école: Leur impact sur le fonctionnement scolaire et le bien-être psychologique des élèves (2010-13; SSHRC)

Bouffard, T., Vezeau, C. & Simon, G. Déterminants de l'adaptation et la persévérance de l'étudiant de première génération (2009-12; FQRSC)

Brochu, S., Kairouz, S., & Nadeau, L. Trajectoires de vie, trajectoires addictives et trajectoires de services: comprendre pour agir (2009-15; SSHRC)

Bukowski, W., Petrakos, H., Cillesen, A., & Vitaro, F. Studying the peer context of the classroom environment: Putting the group back into peer group research (2010-13; SSHRC)

Bukowski, W. et al. Centre de recherche en développement humain (2010-12; FQRSC)

Burgos, G.  Residential segregation, income inequality, and psychosocial problems: Visible minority adolescents in multilevel context (2010-11; SSHRC)

Burgos, G.  Residential segregation, socioeconomic status, and disability: A multilevel study of Puerto Ricans in the US. (2010-11; CUNY)

Byers-Heinlein, K.  Monolingual and bilingual language development (2010-13; Concordia)

Byers-Heinlein, K.  Eyetracking and language research (2010-13; Concordia)

Chamberland, L.  Ménopause et santé lesbienne - recherche exploratoire sur les connaissances scientifiques, les savoirs d'expérience et les interventions en ligne (2010-11; UQAM)

Chamberland, L.  The impact of policies and programs to reduce homophobia and insure a LGBTQ-friendly school - Climate in Canada: What do we know? What research needs to be done? (2010-11; SSHRC)

Chamberland, L.  Vers la justice reproductive (2010-11; UQAM)

Chamberland, L.  Portrait sociodémographique et de santé des populations LGB au Québec – Analyse secondaire des données de l'Enquête de santé dans les collectivités canadiennes (2010-11; GduQ)

Chamberland, L.  Déterminants sociaux de la santé et accès à des services équitables pour les personnes de minorités sexuelles (2010-12; FRSPQ)


Dirks, M. & Boyle, M.H.  Measuring Information Processing in its Interpersonal Context: Links to Youth Anxiety and Depression (2009-12; CIHR)

Drapeau, A. & Kairouz, S.  Étude longitudinale de la détresse psychologique comme indicateur de la santé mentale des adolescents, des adultes et des aînés en santé publique (2008-12; FRSQ)

Ellenbogen, M. A longitudinal study of social information processing and interpersonal functioning (2008-11; SSHRC)
Ellenbogen, M. Canada Research Chair (2004-2014; SSHRC)
Gagné, J.-P. Audition et vieillissement (2009-12; Fondation Caroline-Durand-IUGM)
Gannopoulos, C. & Conway, M. Gambling prevention/sensitization for young adults in a university setting (2010-11; Fondation Mise sur toi)
Hastings, P. A psychophysiological study of mother's compassionate love and children's prosocial development (2009-11; Fetzer Institute, USA)
Hebert, M. & Bernier, A. Parent-child attachment security in preschoolers disclosing sexual abuse (2010-13; SSHRC)
Hoppman, C. & Wrosch, C. Negative emotions, goals, and identity development in adolescence: Linking daily life processes in families with longer term outcomes in adolescents (2010-13; SSHRC)
Howe, N. Co-constructing shared meanings in children’s play with siblings and friends: Links with social understanding (2010-13; SSHRC)
Howe, N. New Directions in Early Childhood Education (2010-11; SSHRC)
Janosz, M. & Bouffard, T. L’engagement scolaire du primaire aux études post-secondaires: le décrire, le comprendre et le promouvoir (2010-14; FQRSC)
Julien, D. Les familles homoparentales: S’ouvrir à leur réalité pour mieux répondre a leurs besoins (2008-11; MdE, Loisirs et du sport)
King, S. Queensland flood study of prenatal maternal stress (2010-11; Natural Hazards Centre, USA)
King, S. & O’Hara, M.W. The Iowa Flood Study: Perinatal and Infant Effects of a Natural Disaster (2009-11; NIH)
King, S. & Laplante, D. Project Ice Storm: Continuing effects of prenatal stress on children’s physical, cognitive and behavioural development at ages 8 through 10 (2006-2011; CIHR)
Levy, J.-J. & Chamberland, L. Internet et santé des minorités sexuelles au Canada (2009-11; CIHR)
Li, K. Age differences in fine motor reprogramming and conflict detection using simultaneous 3D motion capture and ERP (2010-11; Concordia)
Li, K., Penhune, V., Bherer, L., Gagné, J.P., Pichora-Fuller, K., & Campos, J. Walking while listening: The impact of hearing impairment on mobility in older adults (2010-11; Concordia)
Majnemer, A. & Nadeau, L. Determinants of active involvement in leisure for youth (2010-13; CIHR)
Marier, P. Canada Research Chair in Comparative Public Policy (2011-15; CRC)
Marier, P. & Mayer, J.F. Unions and Pension Privatization in Latin America (2008-2011; SSHRC)
Martin-Chang, S. Becoming fluent: Understanding the parallels between context and isolated word training (2010-13; FQRSC)
Martin-Chang, S. Literacy development in a second language: Understanding the role of context (2009-12; FQRSC)
Miller, G. & Wrosch, C. The psychobiology of caregiving for spouse with cancer (2008-13; CIHR)
Milot, T. & Bernier, A. Patrons d’attachement à l’âge adulte dans un contexte de maltraitance: Étude de suivi sur deux generations (2010-11; SSHRC)
Moss, E., Tarabulsy, G., Tessier, R., & Bernier, A. Les relations d’attachement dans le développement de l’enfant (2004-12; FQRSC)
Osana, H. Examining tasks used in mathematics methods courses and their interpretations by preservice teachers (2008-2012; SSHRC)
Paterson, S. The discursive politics of the “new midwifery”: A comparative analysis of Ontario and Quebec (2009-2010; FQRSC)
Paterson, S., Scala, F., & Sokolon, M. Human motor skill learning: The interaction between individual differences in brain function, experience and development (2010-11; SSHRC)
Penhune, V. Human motor skill learning: The interaction between individual differences in brain function, experience and development (2010-2015; NSERC)
Penhune, V. & Shizgal, P.  Neural correlates of thermal comfort and discomfort: A functional magnetic resonance imaging study (2008-13; CIHR)

Petrakos, H. & Rinaldi, C.  Parenting and parent-child engagement in early childhood: Promoting social and emotional competence (2010-11; Alberta Centre for Child, Family and Community Research)

Phillips, N.A. Executive control of language in young and older bilinguals (2009-15; NSERC)

Phillips, N.A. Executive Function and EEG Coherence in Mild Cognitive Impairment and Alzheimer Disease (2010-2015; Alzheimers Society)

Phillips, N.A & Gagné, J.-P. Perceptual and cognitive mechanisms of audiovisual speech perception in younger and older adults (2009-13; CIHR)


Ross, N. & Dasgupta, K. Exploring hypotheses linking neighbourhood environments to Type 2 diabetes (2009-11; CIHR)

Ross, N. & Dunn, J. Metropolitan income inequality and mortality in Canada and the US during a time of rising inequality (2010-12; CIHR)

Ross, N. & Stafford, M. Project Development Meeting: NPHS and Whitehall Comparative Research on Social Determinants (2010-11; CIHR)

Ross, N. Income inequality and mortality in Canada and the United States during a period of rising inequality (2009-13; FRSQ)

Rousseau, C. & Petrakos, H. Écoles et santé mentale: Une articulation à repenser dans une société en transformation (2009-12; FRSQ)

Sabiston, C. & Wrosch, C. Physical activity among breast cancer survivors: Understanding the impact of biological risk factors and psychological health over time (2008-11; CIHR)

Sandberg, J. VP Research Centers Matching Gift (2005-11, McGill University)

Scala, F. The politics of Stem Cell Research: Cases from Britain, Canada, and Italy (2010-11; SSHRC)


Serbin, L.A. Concordia University Research Chair in Human Development (2008-15; Concordia)

Serbin, L.A. The acquisition of French-language writing ability among “at risk” children (2010-11; Concordia)

Sirois, S. Canada Research Chair in Neuroscience of Cognitive Development (2010-15; SSHRC)

Sirois, S. Research laboratory on infant developmental cognitive neuroscience (2010-11; CFI)

Sirois, S. The role of learning in infant social cognition (2010-12; SSHRC)

Sirois, S. The role of perinatal long-chain polyunsaturated fatty acids (PUFAs) consumption on cognitive outcomes in infancy (2007-12; Biotechnology and Biological Sciences Research Council)

Stack, D. Continuity in the quality of mother-child relationship and prediction to peer and romantic relationships (2010-11; Concordia)

Stack, D., Hastings, P., Poulin-Dubois, D., Serbin, L., & Schwartzman, A. The development of emotional competence, Phase II: From early to middle childhood (2008-12; FQRSC)

Stack, D. & Serbin, L. Developing close relationships: The quality of the early mother-child relationship and its prediction to peer and romantic relations during adolescence and early childhood (2010-13; SSHRC)

Tessier, R., Nadeau, L., & Schneider, C. Conférence internationale sur les soins maternels kangourous (2010-11; CIHR)


Tessier, R., Nadeau, L., & Schneider, C. Soutien un regroupement international (2010-11; FRSQ)

van den Berg, A. & Marier, P. L’évolution des régimes sociaux et d’emploi au Québec et au Canada dans une perspective comparative (2009-11; MDEIE)

Wrosch, C. Self-regulation of health threats and life regrets in old age: effects of diurnal cortisol rhythms and physical health (2006-11; CIHR)


Zatorre, R. & Penhune, V. Brain anatomy in auditory and motor learning: Predispositions and plasticity (2010-15; CIHR)

Zelazo, P.R. Parent-implemented developmental behavioral program (2010-11; Unity for Autism)
Previous to sitting down with Alex Schwartzman, a notable and highly acclaimed long recognizable member of the CRDH, I am slightly intimidated. Serving as faculty at Concordia since 1972 and retired from his academic duties as of 2004, this Distinguished Professor Emeritus’ last student just recently defended her dissertation. What could I say to engage this man, who has presumably been interviewed many times over his extended career? What could he possibly not have heard before? However, I was quickly and pleasantly reassured by his characteristic warmth, calm manner, and easy smile.

As we begin the interview, Dr. Schwartzman eloquently debriefs me on his long-standing research. In 1976 he co-founded, the Concordia Longitudinal Risk Project (CLRP) along with Jane Ledingham and has since been an integral force in this project. One of the few longitudinal projects of its kind, the CLRP follows inner-city aggressive and withdrawn children from the French community here in Québec. Of course, over the years, this project has evolved in many different ways. Though Dr. Schwartzman may be less present on campus in the coming years, his presence and wisdom will still be felt by the project, for, as he admits, there is “a backlog of questions still to address”.

Curious as to what could be left to explore after so many years, Dr. Schwartzman quickly fills me in. First off, though the project began looking at risk factors for schizophrenia, it was evident that a range of other psychopathology was also related to these earlier psychosocial factors. Thus, it expanded to incorporate these additional outcomes. Secondly, while the CLRP started off looking at one cohort over time, it now follows three generations in their transfer of risk (G1, G2, and G3 pertaining to the parents of the original sample, the original sample, and their children, respectively). Importantly, it now follows the original generations’ children in terms of adaptive and maladaptive functioning. This is especially revealing now that the 3rd generation is currently the age of the original sample, allowing a unique opportunity for the study to examine to what extent the two generations are similar or dissimilar in their adjustment. Dr. Schwartzman also acknowledges that “profound societal changes have been made” since then, notably in Medicare, compulsory education, and decrease in family size. Thus, he hopes to address the remaining question of what effects these environmental changes have on well-being. He also plans to round out the original question by looking at potential underpinnings of the risk factors (i.e., aggression and withdrawal). Specifically, the project is currently looking at neighbourhood disadvantage (as obtained from Stats Canada census tract data) as well as various disordered behavior and maladaptive lifestyles. In particular, mental and physical health, employment, competence, affiliations, parenting, life stress and social support are being analyzed through a more process-oriented approach as to how they contribute to these risk factors.

When asked about some unique challenges of his research, Dr. Schwartzman highlights that staying in touch with participants over such a long period of time can be trying. The CLRP alone screened 4000 children (700 of which were identified as high-risk, and 1000 of which were identified as the control group). Remaining in touch was not always easy. In addition, he mentions that it requires a lot of funding to keep a study of this size and duration running. Fortunately, the CLRP was generously funded by CIHR in addition to grants from SSHRC and FQRSC. To those interested in this type of research, Dr. Schwartzman therefore recommends having a clearly focused question to analyze, as well as a sample that can be easily followed.
Remembering the past, looking to the future

As he is one of the founding members of CRDH, I cannot leave without inquiring as to what Dr. Schwartzman’s earliest memories are, both of the Centre and of his career. After jogging his memory, he recounts that since its more informal start consisting of five original members, the CRDH has seen much expansion and “remarkable growth”.

For one, he has seen the expansion in the developmental program facilitate a move from a focus that was mainly on childhood to that of lifespan development, allowing a more global developmental perspective. In terms of his career, Dr. Schwartzman claims that his “greatest satisfaction has been teaching graduate students”. He states that the opportunity to work with “keen, young and interesting students”, both as a clinical supervisor and research advisor, was very fulfilling and that he will miss this interaction in the years to come. It goes without saying that students who have had the opportunity to work with him as well as those who have not will also miss his presence. With parting words of wisdom for the future of CRDH, Dr. Schwartzman states that now that research has revealed the interrelationships of many different disciplines, a more multidisciplinary focus of the CLRP can and should be made possible. To “bring in people of various backgrounds to work on common problems” would be a venture that he would find highly worthwhile. Words that faculty and students at CRDH would most certainly agree on.
The importance of context in how youth manage social situations

My research program focuses on increasing our understanding of youth social competence, broadly defined as effectiveness in interpersonal interactions, with a particular emphasis on clarifying the associations between social competence and psychopathology. In general, researchers have concentrated on characteristics of children (e.g., sense of humor) and types of behaviors (e.g., physical aggression) that are associated with social success and struggles. Far less attention has been paid to how the interpersonal situations in which behaviors are embedded, or the identity of the people evaluating those actions may impact children's perceived social competence. If such variables are associated with social competence, failing to take them into account may result in our attributing social difficulties to children and/or their behaviors, when at least part of the problem lies in the context. For example, children living in poverty may face more challenging situations than their more advantaged peers, which may be partly responsible for increased social difficulties.

In my work, I have been contributing to the development of a more contextualized understanding of social competence by examining: (1) how children respond to key interpersonal situations; and (2) how those responses are perceived by important people in their social environments. To date, I have focused on how youth respond when they are provoked by a peer, a type of situation that is commonly occurring, difficult to manage, and will result in negative consequences if handled poorly. In one study, children were read scenarios describing different types of peer provocation and then asked what they would say or do if that had actually happened to them. Responses were coded into eight different categories, including physical aggression, verbal aggression, damaging the aggressor's relationship with others, and telling an adult. The most common responses were assertive strategies involving either asking aggressors to explain their actions or telling them that their behavior was unacceptable. When youth did generate aggressive responses, it was under very particular conditions. Specifically, youth “matched” aggressive responding to the form of provocation, only generating physically aggressive responses, for example, in response to physical provocation. In a second study, another group of children, as well as their teachers, evaluated the effectiveness of these responses. As expected, their judgments differed in important ways. For example, children evaluated aggressive strategies to be more effective than did teachers, whereas teachers evaluated seeking an explanation to be more effective than did children. Furthermore, children often evaluated aggressive responses to be as effective as strategies that are seen by adults as less problematic. For example, boys evaluated physical aggression to be as effective as asking for an explanation. Taken together, these findings provide evidence for when, how, and from whose perspective children are experiencing social difficulties, information that may prove helpful to clinicians charged with trying to improve the social functioning of their young clients.

Currently, my lab is working on projects focused on applying this more contextually nuanced approach to social competence to advance our understanding of the social difficulties that befall youth experiencing anxiety and depression. For example, a Canadian Institutes of Health research grant has allowed us to work with a sample of youth seeking mental-health services to determine (a) how they respond to peer-provocation scenarios, and (b) why they may be choosing these responses. We expect that part of the reason that youth choose the responses they do is that their parents perceive those strategies to be competent. We will also examine different cognitive processes that may be contributing to children’s difficulty managing these situations, such as whether they think they can successfully carry out a particular response, and whether they think a given strategy will work to achieve a desired outcome. Ultimately, I hope that this work will provide a framework for the development of more targeted interventions aimed at minimizing the social difficulties of youth with internalizing symptoms.
Publications, 2010-11

(Bold = CRDH Researcher; Underline = CRDH Trainee (past and present); asterisk = CRDH Lab personnel)


PART FOUR: TRAINING
Part Four: Training

CRDH provides an enriched training milieu in terms of quality and variety of research training experiences, support services, state of the art facilities, and many other resources available to trainees. Following our distinctive model of integrated research training, students at CRDH receive a broad background in both basic and applied aspects of human development, along with intensive training within their specialized research area. Students receive direct exposure to trans-disciplinary conceptual and methodological approaches and policy applications are being integrated into our training program. There are currently over 200 graduate students and post-doctoral fellows supervised by CRDH Researchers, plus numerous undergraduate students completing advanced research projects (e.g., honours theses) or summer projects (e.g., NSERC Undergraduate awards). In addition, CRDH annually trains and employs a large number of BA and MA level research assistants who work closely with faculty, senior research coordinators, graduate students and laboratory technicians. These individuals typically enroll in graduate programs following this “hands-on” training experience, or become advanced research technicians at the Centre or at other research facilities across Quebec.

During their training at CRDH, students are expected to engage in multiple research projects in addition to their thesis research, are strongly encouraged to publish their research findings (please see the list of publications in this report). In addition, they are offered financial support from the CRDH when they present their research at national and international conferences. All CRDH students participate in a regular series of research seminars, methodological workshops, and colloquia focusing on specific topics, including basic, applied, and policy implications of the topic under discussion. The CRDH Developmental Seminar Series provides a forum for the presentation and discussion of important issues in developmental science by faculty and students. Graduate students participating in the CRDH Seminar Series, called “Seminar in Developmental Research” are able to receive course credit. Designed to give students an opportunity to participate actively in planning, presenting, and moderating the seminar series, the course allows students to receive credit and an acknowledgement of their participation in the Developmental Research Seminar on their official university transcripts. This course is open to students from all participating departments and institutions in CRDH, with the consent of their research advisor. Our CRDH Colloquium Series is held in partnership with our various participating academic departments, through which distinguished speakers are invited to present their research and hold informal round table discussions with CRDH faculty and student members. Monthly workshops are given by the CRDH Statistical and Technical Consultants on design issues, advanced methods of data analyses, and the use of equipment and software.

Another important aspect of training at CRDH involves introducing students to evolving state-of-the-art methodologies (see Axis 5). Laboratories are well-equipped with specialized equipment, a significant percentage of which has been purchased with awards from the Canadian Foundation for Innovation (CFI) program. Technical and methodological support for training is provided by research professionals, as well as post-doctoral fellows, consultants and faculty who provide training and workshops in their areas of expertise.

Section Quatre: Formation

Le CRDH fournit un environnement riche, tant par la qualité que par la diversité des expériences de formation en recherche qu’il offre, ainsi que par les services de soutien, les aménagements à la fine pointe de l’art et les nombreuses autres ressources qu’il met à la disposition des étudiants. Selon notre modèle distinctif de formation intégrée, les étudiants reçoivent une base solide sur les aspects fondamentaux et appliqués du développement humain, combinée à une formation intensive dans le domaine de recherche propre à chacun. Nous resterons politique notre programme pour que les étudiants soient exposés directement aux approches conceptuelles et méthodologiques transdisciplinaires et afin que les applications politiques en fassent partie intégrante. Les Chercheurs du CRDH supervisent collectivement plus de 200 étudiants des cycles supérieurs et boursiers postdoctoraux, sans compter les nombres étudiants de premier cycle inscrits au cours avancé de recherche (p. ex. thèse « honours ») ou à des projets d’été (p. ex. bourse de premier cycle du CRSNG). Par ailleurs, le Centre forme et embauche annuellement un grand nombre d’étudiants au baccalauréat et à la maîtrise comme assistants de recherche. Ces derniers travaillent en étroite collaboration avec les professeurs, les coordonnateurs de recherche, les étudiants de cycles supérieurs et les techniciens de laboratoire. Cette expérience de formation sur le terrain les conduit habituellement aux cycles supérieurs.
en recherche ou à des postes de techniciens d'expérience en recherche, que ce soit au CRDH ou dans d'autres organismes à travers la province du Québec.

Nous nous attendons à ce que les étudiants, pendant leur formation au CRDH, participent à plusieurs projets de recherche, en plus de leur travail principal, et nous les encourageons fortement à publier les résultats de leurs travaux (voir la liste des publications ci-jointe). De plus, le CRDH leur offre un soutien financier lorsqu'ils présentent leurs travaux à des congrès nationaux et internationaux. Tous nos étudiants prennent part aux séminaires de recherche, aux ateliers de méthodologie et aux colloques consacrés à des sujets précis, y compris les retombées en science fondamentale et appliquée et les politiques. Ainsi, la série de séminaires sur le développement fournit un forum aux professeurs et aux étudiants où ils présentent un exposé sur des questions importantes en science développementale et en discutent avec d'autres membres du Centre. Les étudiants des cycles supérieurs qui participent aux Séminaires en recherche développementale reçoivent des crédits. Ce cours offre l'occasion de participer activement, de planifier et d'agir comme présentateur et modérateur au cours de la série. Outre les crédits, ils obtiennent une attestation de leur participation sur leur relevé universitaire. Ce cours est ouvert aux étudiants de tous les départements et institutions rattachés au CRDH, avec l'assentiment de leur superviseur. De plus, la série de colloques du CRDH, tenue en partenariat avec les divers départements que nous regroupons, invite des chercheurs émérites à présenter leurs travaux et à ouvrir des discussions informelles avec les professeurs et les étudiants. Enfin, nos consultants statistiques et techniques donnent chaque mois un atelier portant sur différents modèles, des méthodes avancées de traitement statistique et sur l'utilisation de divers équipements et logiciels.

Un autre aspect important de la formation au CRDH consiste à familiariser les étudiants avec les méthodes pointues (voir l'Axe 5). Nos laboratoires bien équipés sont dotés d'appareils spécialisés achetés en grande partie grâce à des subventions de la Fondation canadienne pour l'innovation (FCI). Le soutien technique et méthodologique est assuré par les professionnels de recherche, les stagiaires postdoctoraux, les consultants et les professeurs, qui offrent des ateliers et des sessions de formation dans leurs domaines d'expertise.

Figure 1: Nombre de stagiaires et de chercheurs postdoctoraux dans le CRDH pendant 2010-11. Total du nombre de stagiaires bleus et du nombre de stagiaires financés en rouge.

Figure 1: Number of graduate trainees and post-doctoral fellows in CRDH during 2010-11. Total number of trainees in blue columns and total number of trainees funded in red columns.
## List of Students
*(including name of supervisor and start date)*

### 2010-11: 2e cycle d’études – Masters (n = 52 trainees):

<table>
<thead>
<tr>
<th>Nom de l'étudiant</th>
<th>Directeur et co-directeur(s)</th>
<th>En stage de (start date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbieri, Filomena</td>
<td>Vineberg, Ellen</td>
<td>2008-01</td>
</tr>
<tr>
<td>Beaupre, Vicki-Odorico</td>
<td>Sandberg, John</td>
<td>2007-08</td>
</tr>
<tr>
<td>Bonneville-Roussy, Arielle</td>
<td>Bouffard, Thérèse</td>
<td>2008-09</td>
</tr>
<tr>
<td>Cardoso, Christopher</td>
<td>Ellenbogen, Mark Alexander</td>
<td>2010-09</td>
</tr>
<tr>
<td>Cooper, Christopher</td>
<td>Marier, Patrik</td>
<td>2010-09</td>
</tr>
<tr>
<td>Deschenes, Marie</td>
<td>Bernier, Annie</td>
<td>2010-09</td>
</tr>
<tr>
<td>Dubord, Audrey</td>
<td>Gagné, Jean-Pierre</td>
<td>2009-09</td>
</tr>
<tr>
<td>Duchesne, Natalie</td>
<td>Chamberland, Line</td>
<td>2007-09</td>
</tr>
<tr>
<td>Farid, Cristina</td>
<td>Vineberg, Ellen</td>
<td>2006-09</td>
</tr>
<tr>
<td>Fontil, Laura</td>
<td>Petrakos, Haricila</td>
<td>2008-09</td>
</tr>
<tr>
<td>Hortop, Gaelle</td>
<td>Wrosch, Carsten</td>
<td>2010-09</td>
</tr>
<tr>
<td>Hubert, Michèle</td>
<td>Serbin, Lisa A.</td>
<td>2008-09</td>
</tr>
<tr>
<td>Khatchadourian, Mariam</td>
<td>Petrakos, Haricla</td>
<td>2008-09</td>
</tr>
<tr>
<td>Korotkevich, Yana</td>
<td>Li, Karen Zown-Hua; Penhune, Virginia</td>
<td>2009-09</td>
</tr>
<tr>
<td>Langlois Mayer, Marie-Pier</td>
<td>Bouffard, Thérèse</td>
<td>2010-09</td>
</tr>
<tr>
<td>Leach, Jamie</td>
<td>Howe, Nina</td>
<td>2010-09</td>
</tr>
<tr>
<td>Levesque, Annick</td>
<td>Osana, Helena</td>
<td>2004-09</td>
</tr>
<tr>
<td>Mantis, Irene</td>
<td>Stack, Dale Margery</td>
<td>2010-09</td>
</tr>
<tr>
<td>Marshall, Cherry</td>
<td>Paterson, Stephanie; Scala, Francesca</td>
<td>2007-09</td>
</tr>
<tr>
<td>Martinez, Brynheld</td>
<td>Howe, Nina</td>
<td>2009-09</td>
</tr>
<tr>
<td>Massé, Marjolaine</td>
<td>King, Suzanne</td>
<td>2007-09</td>
</tr>
<tr>
<td>Maurice, Stephanie</td>
<td>Petrakos, Haricla</td>
<td>2010-09</td>
</tr>
<tr>
<td>Mihaylova, Tsevelina</td>
<td>Kairouz, Sylvia</td>
<td>2008-09</td>
</tr>
<tr>
<td>Molina Tapas, Dennis</td>
<td>Paterson, Stephanie</td>
<td>2008-09</td>
</tr>
<tr>
<td>Mom, Yuvida</td>
<td>Gagné, Jean-Pierre</td>
<td>2008-08</td>
</tr>
<tr>
<td>Noor, Michael</td>
<td>Vineberg, Ellen</td>
<td>2005-09</td>
</tr>
<tr>
<td>Papastergiou, Maria</td>
<td>King, Suzanne</td>
<td>2007-01</td>
</tr>
<tr>
<td>Peccia, Stephanie</td>
<td>Petrakos, Haricla</td>
<td>2010-09</td>
</tr>
<tr>
<td>Pierre, Krystle</td>
<td>King, Suzanne</td>
<td>2007-09</td>
</tr>
<tr>
<td>Poisson, Alexandre</td>
<td>Ross, Nancy</td>
<td>2008-09</td>
</tr>
<tr>
<td>Poisson, Marianne</td>
<td>Nadeau, Line</td>
<td>2008-09</td>
</tr>
<tr>
<td>Nom de l'étudiant</td>
<td>Directeur et co-directeur(s)</td>
<td>En stage de (start date)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Adeponle, Ademola</td>
<td>Burgos, Giovani</td>
<td>2010-09</td>
</tr>
<tr>
<td>Aldana Acosta, Andrea</td>
<td>Tessier, Réjean</td>
<td>2010-09</td>
</tr>
<tr>
<td>Alfonsi, Giuseppe</td>
<td>Conway, Michael</td>
<td>2007-09</td>
</tr>
<tr>
<td>Amir, Ella</td>
<td>Wrosch, Carsten</td>
<td>2007-09</td>
</tr>
<tr>
<td>Anderson-Gosselin, Penny</td>
<td>Gagné, Jean-Pierre</td>
<td>2007-09</td>
</tr>
<tr>
<td>Auctcherlonie, Sarah</td>
<td>Phillips, Natalie</td>
<td>2001-09</td>
</tr>
<tr>
<td>Aviram, Tal</td>
<td>Wrosch, Carsten</td>
<td>2009-09</td>
</tr>
<tr>
<td>Azevedo, Vivian</td>
<td>Tessier, Réjean</td>
<td>2009-09</td>
</tr>
<tr>
<td>Baer, Larry</td>
<td>Penhune, Virginia; Li, Karen Zown-Hua</td>
<td>2008-09</td>
</tr>
<tr>
<td>Bailey, Anne</td>
<td>Penhune, Virginia</td>
<td>2009-09</td>
</tr>
<tr>
<td>Baranyaiova Frtusova, Jana</td>
<td>Phillips, Natalie</td>
<td>2010-09</td>
</tr>
<tr>
<td>Name</td>
<td>Mentor</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Barrieau, Lindsey</td>
<td>Stack, Dale Margery</td>
<td>2009-08</td>
</tr>
<tr>
<td>Bédard, Karine</td>
<td>Bouffard, Thérèse</td>
<td>2007-09</td>
</tr>
<tr>
<td>Bélanger, Marie-Eve</td>
<td>Bernier, Annie</td>
<td>2010-09</td>
</tr>
<tr>
<td>Blair, Mervin</td>
<td>Li, Karen Zown-Hua</td>
<td>2008-05</td>
</tr>
<tr>
<td>Bobos, Georgeana</td>
<td>Osana, Helena</td>
<td>2009-09</td>
</tr>
<tr>
<td>Boivin, Ariane</td>
<td>Tessier, Réjean</td>
<td>2005-09</td>
</tr>
<tr>
<td>Bordeleau, Stéphanie</td>
<td>Bernier, Annie</td>
<td>2007-09</td>
</tr>
<tr>
<td>Buchsbaum-Barker, Roxana</td>
<td>Conway, Michael</td>
<td>2006-09</td>
</tr>
<tr>
<td>Bye, Dorothea</td>
<td>Pushkar; Dolores</td>
<td>2007-09</td>
</tr>
<tr>
<td>Cadet, Islande-Georges</td>
<td>Tessier, Réjean</td>
<td>2008-09</td>
</tr>
<tr>
<td>Campisi, Lisa</td>
<td>Serbin, Lisa A.</td>
<td>2005-09</td>
</tr>
<tr>
<td>Carré, Amélie</td>
<td>Tessier, Réjean</td>
<td>2004-09</td>
</tr>
<tr>
<td>Cervellon, Marie-Cecile</td>
<td>Etazadi-Amoli, Jamshid</td>
<td>2002-01</td>
</tr>
<tr>
<td>Chayer, Marie-Hélène</td>
<td>Bouffard, Thérèse</td>
<td>2008-09</td>
</tr>
<tr>
<td>Cheikhrouhou, Soumaya</td>
<td>Etazadi-Amoli, Jamshid</td>
<td>2004-01</td>
</tr>
<tr>
<td>Chiarella, Sabrina</td>
<td>Poulin-Dubois, Diane</td>
<td>2010-09</td>
</tr>
<tr>
<td>Côté, Sébastien</td>
<td>Bouffard, Thérèse</td>
<td>2005-09</td>
</tr>
<tr>
<td>Cottin, Fanny</td>
<td>Bouffard, Thérèse</td>
<td>2006-09</td>
</tr>
<tr>
<td>Coulhard, Julie</td>
<td>Burgos, Giovanni</td>
<td>2008-09</td>
</tr>
<tr>
<td>Courcy, Isabelle</td>
<td>Des Rivières-Pigeon, Catherine</td>
<td>2008-09</td>
</tr>
<tr>
<td>Crouse, Daniel</td>
<td>Ross, Nancy</td>
<td>2005-09</td>
</tr>
<tr>
<td>Cuttini, Laura</td>
<td>Dirks, Melanie</td>
<td>2010-09</td>
</tr>
<tr>
<td>D’Amico, Emilie</td>
<td>Julien, Danielle</td>
<td>2003-09</td>
</tr>
<tr>
<td>Della Porta, Sandra</td>
<td>Howe, Nina</td>
<td>2009-09</td>
</tr>
<tr>
<td>Doramajian, Caroline</td>
<td>Bukowski, William</td>
<td>2010-09</td>
</tr>
<tr>
<td>Drolet, Pierre</td>
<td>Des Rivières-Pigeon, Catherine</td>
<td>2007-09</td>
</tr>
<tr>
<td>Drury, Kate-Mills</td>
<td>Bukowski, William</td>
<td>2009-09</td>
</tr>
<tr>
<td>Dubois, Marie-Eve</td>
<td>Bukowski, William</td>
<td>2009-09</td>
</tr>
<tr>
<td>Duncan, Hilary</td>
<td>Phillips, Natalie</td>
<td>2010-09</td>
</tr>
<tr>
<td>Dunne, Erin</td>
<td>Wrosch, Carsten</td>
<td>2006-09</td>
</tr>
<tr>
<td>Dupras, Genevieve</td>
<td>Bouffard, Thérèse</td>
<td>2005-09</td>
</tr>
<tr>
<td>Enns, Leah</td>
<td>Stack, Dale Margery</td>
<td>2008-09</td>
</tr>
<tr>
<td>Etezadi-Amoli, Sarah</td>
<td>Pushkar, Dolores</td>
<td>2009-09</td>
</tr>
<tr>
<td>Farquhar, Jamie</td>
<td>Wrosch, Carsten</td>
<td>2008-09</td>
</tr>
<tr>
<td>Feldstein, Julia</td>
<td>Stack, Dale Margery</td>
<td>2008-09</td>
</tr>
<tr>
<td>Name</td>
<td>Advisor/Co-supp</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Flamand, Véronique</td>
<td>Nadeau, Line</td>
<td>2010-06</td>
</tr>
<tr>
<td>Fleury-Roy, Marie-Hélène</td>
<td>Bouffard, Thérèse</td>
<td>2004-09</td>
</tr>
<tr>
<td>Frenkiel-Fishman, Sarah</td>
<td>Poulin, Diane</td>
<td>2002-09</td>
</tr>
<tr>
<td>Goldberg Pougnet, Erin</td>
<td>Serbin, Lisa A.</td>
<td>2007-09</td>
</tr>
<tr>
<td>Goron, Stéphanie</td>
<td>Des Rivières-Pigeon, Catherine</td>
<td>2005-06</td>
</tr>
<tr>
<td>Gosselin, Marie-Pierre</td>
<td>Hastings, Paul; Stack, Dale Margery</td>
<td>2007-09</td>
</tr>
<tr>
<td>Granger, Stéphanie</td>
<td>Des Rivières-Pigeon, Catherine</td>
<td>2008-01</td>
</tr>
<tr>
<td>Grunzeweig, Naomi</td>
<td>Stack, Dale Margery</td>
<td>2003-09</td>
</tr>
<tr>
<td>Guler-Edwards, Ayca</td>
<td>Wrosch, Carsten</td>
<td>2005-09</td>
</tr>
<tr>
<td>Hémond, Laurie-Ann</td>
<td>Sirois, Sylvain</td>
<td>2010-09</td>
</tr>
<tr>
<td>Hollinger, Avrum</td>
<td>Penhune, Virginia</td>
<td>2008-07</td>
</tr>
<tr>
<td>Jarry-Boileau, Véronique</td>
<td>Bernier, Annie</td>
<td>2007-09</td>
</tr>
<tr>
<td>Jean, Amelie</td>
<td>Stack, Dale Margery</td>
<td>2006-09</td>
</tr>
<tr>
<td>Jobin, Joelle</td>
<td>Wrosch, Carsten</td>
<td>2010-09</td>
</tr>
<tr>
<td>Jodoin, Emilie</td>
<td>Julien, Danielle</td>
<td>2004-09</td>
</tr>
<tr>
<td>Johns, Erin</td>
<td>Phillips, Natalie</td>
<td>2008-09</td>
</tr>
<tr>
<td>Johnson, Philip</td>
<td>Aboud, Frances</td>
<td>2008-07</td>
</tr>
<tr>
<td>Jomphe, Mélanie</td>
<td>Tessier, Réjean</td>
<td>2004-09</td>
</tr>
<tr>
<td>Jouvin, Emilie</td>
<td>Julien, Danielle</td>
<td>2000-09</td>
</tr>
<tr>
<td>Kahle Kuipers, Sarah</td>
<td>Hastings, Paul</td>
<td>2009-09</td>
</tr>
<tr>
<td>Kalamas, Maria</td>
<td>Etazadi-Amoli, Jamshid</td>
<td>2004-01</td>
</tr>
<tr>
<td>Kindrat, Alexandra</td>
<td>Osana, Helena</td>
<td>2010-01</td>
</tr>
<tr>
<td>Kousaie, Shanna</td>
<td>Phillips, Natalie</td>
<td>2005-09</td>
</tr>
<tr>
<td>Laranjo, Jessica</td>
<td>Bernier, Annie</td>
<td>2008-09</td>
</tr>
<tr>
<td>Larouche, Marie-Noelle</td>
<td>Bouffard, Thérèse</td>
<td>2003-09</td>
</tr>
<tr>
<td>Latulippe, Lyne</td>
<td>Marier, Patrik</td>
<td>2004-09</td>
</tr>
<tr>
<td>Lebreton, Christelle</td>
<td>Chamberland, Line</td>
<td>2008-09</td>
</tr>
<tr>
<td>Lee-Genest, Kevyn</td>
<td>Schwartzman, Alex-E.</td>
<td>2001-09</td>
</tr>
<tr>
<td>Lengelé, Aurélie</td>
<td>Bouffard, Thérèse</td>
<td>2007-09</td>
</tr>
<tr>
<td>Linden-Andersen, Stine</td>
<td>Doyle, Anna-Beth</td>
<td>2005-09</td>
</tr>
<tr>
<td>Linnen, Anne-Marie</td>
<td>Ellenbogen, Mark Alexander</td>
<td>2006-09</td>
</tr>
<tr>
<td>Longo Dos Santos, Clarisse</td>
<td>Penhune, Virginia</td>
<td>2003-09</td>
</tr>
<tr>
<td>Mandel, Eliana</td>
<td>Osana, Helena</td>
<td>2008-09</td>
</tr>
<tr>
<td>Marcil-Denault, Florence</td>
<td>Chamberland, Line</td>
<td>2008-09</td>
</tr>
<tr>
<td>Martin, Julie</td>
<td>Stack, Dale Margery</td>
<td>2007-09</td>
</tr>
<tr>
<td>Name</td>
<td>Advisor</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Martin, Valérie</td>
<td>Sandberg, John</td>
<td>2004-09</td>
</tr>
<tr>
<td>Martin-Storey, Alexa</td>
<td>Serbin, Lisa A.</td>
<td>2006-09</td>
</tr>
<tr>
<td>Matsuda, Tamoko</td>
<td>Vineberg, Ellen</td>
<td>2005-09</td>
</tr>
<tr>
<td>Matte-Gagné, Célia</td>
<td>Bernier, Annie</td>
<td>2007-09</td>
</tr>
<tr>
<td>Maximova, Katerina</td>
<td>Fuhrer, Rebecca</td>
<td>2004-09</td>
</tr>
<tr>
<td>Meyer, Felicia</td>
<td>Bukowski, William</td>
<td>2007-09</td>
</tr>
<tr>
<td>Miller, Jonah</td>
<td>Hastings, Paul</td>
<td>2009-09</td>
</tr>
<tr>
<td>Motzoi, Clairneige</td>
<td>Doyle, Anna-Beth</td>
<td>2004-09</td>
</tr>
<tr>
<td>Musu-Gillette, Lauren</td>
<td>Hall, Nathan</td>
<td>2009-09</td>
</tr>
<tr>
<td>Nijjar, Ramandeep</td>
<td>Ellenbogen, Mark Alexander</td>
<td>2009-09</td>
</tr>
<tr>
<td>Nuselovici, Jacob</td>
<td>Hastings, Paul</td>
<td>2007-09</td>
</tr>
<tr>
<td>Ostiguy, Caroline</td>
<td>Ellenbogen, Mark Alexander</td>
<td>2007-09</td>
</tr>
<tr>
<td>Pépin, Sophie</td>
<td>Sirois, Sylvain</td>
<td>2010-09</td>
</tr>
<tr>
<td>Petit, Marie-Pier</td>
<td>Julien, Danielle; Chamberland, Line</td>
<td>2010-09</td>
</tr>
<tr>
<td>Pilgrim, Kamala</td>
<td>Ellenbogen, Mark Alexander</td>
<td>2008-09</td>
</tr>
<tr>
<td>Pitsolantis, Nicole</td>
<td>Osana, Helena</td>
<td>2010-09</td>
</tr>
<tr>
<td>Pranesh, Anand</td>
<td>DeMont, Richard</td>
<td>2004-09</td>
</tr>
<tr>
<td>Ratto, Nicolina</td>
<td>Doyle, Anna-Beth</td>
<td>2007-09</td>
</tr>
<tr>
<td>Rayner, Vanessa</td>
<td>Osana, Helena</td>
<td>2009-09</td>
</tr>
<tr>
<td>Richard, Priscilla</td>
<td>Bouffard, Thérèse</td>
<td>2007-09</td>
</tr>
<tr>
<td>Rochette, Emilie</td>
<td>Bernier, Annie</td>
<td>2006-09</td>
</tr>
<tr>
<td>Roy, Caroline</td>
<td>Tessier, Réjean</td>
<td>2005-09</td>
</tr>
<tr>
<td>Roy, Mathieu</td>
<td>Bouffard, Thérèse</td>
<td>2004-09</td>
</tr>
<tr>
<td>Rueggeberg, Rebecca</td>
<td>Wrosch, Carsten</td>
<td>2008-09</td>
</tr>
<tr>
<td>Ruttle, Paula</td>
<td>Serbin, Lisa A.</td>
<td>2007-09</td>
</tr>
<tr>
<td>Sabourin, Gabrielle</td>
<td>Des Rivières-Pigeon, Catherine</td>
<td>2006-09</td>
</tr>
<tr>
<td>Saldarriaga, Lina Maria</td>
<td>Bukowski, William</td>
<td>2006-09</td>
</tr>
<tr>
<td>Sarrat-Vezina, Emilie</td>
<td>Bouffard, Thérèse</td>
<td>2006-09</td>
</tr>
<tr>
<td>Savion-Lemieux, Tal</td>
<td>Penhune, Virginia</td>
<td>2003-09</td>
</tr>
<tr>
<td>Simard, Melissa</td>
<td>Bukowski, William</td>
<td>2009-09</td>
</tr>
<tr>
<td>Southall, Kenneth</td>
<td>Gagné, Jean-Pierre</td>
<td>2004-12</td>
</tr>
<tr>
<td>Stathopoulos, Helen</td>
<td>Petrakos, Haricia</td>
<td>2008-09</td>
</tr>
<tr>
<td>Steele, Christopher</td>
<td>Penhune, Virginia</td>
<td>2008-01</td>
</tr>
<tr>
<td>Tabri, Nassim</td>
<td>Conway, Michael</td>
<td>2008-09</td>
</tr>
<tr>
<td>Trewartha, Kevin</td>
<td>Li, Karen Zown-Hua; Penhune, Virginia</td>
<td>2007-09</td>
</tr>
</tbody>
</table>
Figure 2: 64% of CRDH Trainees received fellowships during their current program of study.
## CRDH Training Activities

### CRDH Activities 2010 - 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Speaker, Topic/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 16/10</td>
<td>Colloquium</td>
<td>A motivational theory of lifespan development&lt;br&gt;Jutta Heckhausen (School of Social Ecology, University of California - Irvine) (co-sponsored with the Dept. of Psychology, Concordia)</td>
</tr>
<tr>
<td>Sept. 24/10</td>
<td>Workshop</td>
<td>Understanding developmental change: Theoretical and applied dynamic systems research in developmental science&lt;br&gt;Alan Fogel (University of Utah, Dept. of Psychology)</td>
</tr>
<tr>
<td>Oct. 14/10</td>
<td>Colloquium</td>
<td>Developmental pathways to internalizing problems&lt;br&gt;Barbara Maughan (Institute of Psychiatry, King’s College London, UK) (co-sponsored with the Life History Conference)</td>
</tr>
<tr>
<td>Oct. 21/10</td>
<td>Colloquium</td>
<td>The self concept paradox in children with ADHD: Is higher really better?&lt;br&gt;Betsy Hoza (Dept. of Psychology, The University of Vermont)</td>
</tr>
<tr>
<td>Oct. 29/10</td>
<td>Symposium</td>
<td>ACHIEVEMENT (in girls and boys)&lt;br&gt;Thérèse Bouffard (CRDH &amp; Psychology; UQAM), William Bukowski (CRDH &amp; Psychology; Concordia), Harriet Petakos (CRDH &amp; Education, Concordia), Lisa Serbin (CRDH &amp; Psychology; Concordia)</td>
</tr>
<tr>
<td>Nov. 26/10</td>
<td>Symposium</td>
<td>ALCOHOL (and the transition to adulthood)&lt;br&gt;Sylvia Kairouz (CRDH &amp; Sociology; Concordia), Roisin O’Connor (Psychology, Concordia), Marie Claude Quimet (Dépt. Sciences de la santé communautaire, Université de Sherbrooke), Hubert Sacy (Éduc'alcool)</td>
</tr>
<tr>
<td>Jan. 21/11</td>
<td>Workshop</td>
<td>Mplus&lt;br&gt;Jonathan Santo (University of Nebraska – Omaha, Dept. of Psychology)</td>
</tr>
<tr>
<td>Jan. 27/11</td>
<td>Colloquium</td>
<td>Social difficulties across development in children with Autism Spectrum Disorders&lt;br&gt;Elizabeth Kelley (Dept. of Psychology, Queen's University)</td>
</tr>
<tr>
<td>Jan. 28/11</td>
<td>Symposium</td>
<td>BILINGUALISM (and development)&lt;br&gt;Krista Byers-Heinlein (CRDH &amp; Psychology; Concordia), Lawrence DePoe (Executive Director, Canadian Parents for French Québec), Erika Hoff (Psychology, Florida Atlantic University), Diane Pesco (Education, Concordia), Diane Poulin-Dubois (CRDH &amp; Psychology, Concordia), Norman Segalowitz (CSLP &amp; Psychology; Concordia), Elin Thordardottir (School of Communication Sciences and Disorders, McGill)</td>
</tr>
<tr>
<td>Feb. 3/11</td>
<td>Conference</td>
<td>Development in Context&lt;br&gt;Keynote Speaker: Clyde Hertzman (Director; Human Early Learning Partnership (HELP); Professor; School of Population and Public Health, University of British Columbia). The state of early human development in Canada</td>
</tr>
<tr>
<td>Feb. 17/11</td>
<td>Colloquium</td>
<td>Personal autonomy and environmental sustainability&lt;br&gt;Luc Pelletier (School of Psychology, University of Ottawa) (co-sponsored by the David O’Brien Centre for Sustainable Entreprise at JMSB, Concordia)</td>
</tr>
<tr>
<td>Mar. 11/11</td>
<td>Colloquium</td>
<td>Evolution of alcohol consumption in Europe&lt;br&gt;Ronald Knibbe (University Maastricht; Chair of Social Epidemiology of Alcohol and Drug Use, Faculty of Health, Medicine &amp; Life Sciences) (co-sponsored with the Centre Cormier-Dollard)</td>
</tr>
<tr>
<td>Mar. 18/11</td>
<td>Workshop</td>
<td>Meta-Analysis: Finding collective wisdom&lt;br&gt;Brett Laursen (Florida Atlantic University, Dept. of Psychology)</td>
</tr>
<tr>
<td>Mar. 25/11</td>
<td>Symposium</td>
<td>MONEY (and retirement)&lt;br&gt;Robert Baldwin (Baldwin Consulting), Sebastien Larochelle-Cote (Statistics Canada), Patrik Marier (CRDH &amp; Political Science, Concordia), Dolores Pushkar (CRDH &amp; Psychology, Concordia), John Reynolds (Author “The Naked Investor” and “The Skeptical Investor”)</td>
</tr>
</tbody>
</table>
Selected Thesis; 2010-11

**Cycle 2nd (M.A.):**

**Baranyova, Jana** (August 2010). Audio-visual speech perception and working memory (supervised by N. Phillips)

**Barbieri, Filomena** (August 2010). Sibling support workshops: Relationships between typically developing and special needs siblings (supervised by E. Jacobs)

**Beaupré, Vicki-Odorico** (July 2010). Social networks and mortality: delineating personal networks (supervised by J. Sandberg)

**Bergmame, Lana** (September 2010). Physical activity and emotional and behavioural difficulties in children: Implications for structured and unstructured physical activity settings (supervised by H. Petrakos)

**Bernier, Michael** (April 2011). L’éducation des jeunes quant à la question de l’homophobie: Défis posés à l’école et aux futurs enseignants dans un contexte de pluralisme et de reconnaissance de la diversité sociale (supervised by L. Chamberland)

**Bonneville-Roussy, Arielle** (August 2010). Modèle prédicatif des déterminants du rendement musical d’étudiants en musique au CEGEP (supervised by T. Bouffard)

**Chiarella, Sabrina** (August 2010). Empathy and theory of mind (supervised by D. Poulin-Dubois)

**Doramajian, Caroline** (August 2010). Sex differences in the strength of peer relationships to protect victimized early adolescents from depression (supervised by W. Bukowski)

**Dubord, Audrey** (October 2010). Lien entre la rapidité du traitement phonologique et la perception auditive et auditivo-visuelle de la parole chez les aînés (supervised by J.-P. Gagné)

**Duchesne, Natalie** (April 2010). La violence envers les personnes transsexuelles (supervised by L. Chamberland)

**Duncan, Hilary** (August 2010). Bilingualism, aging and attention (supervised by N. Phillips)

**Farid, Cristina** (June 2010). Effects of cooperative and organized games on the playground behaviours of boys aged 7-10 (supervised by E. Jacobs)

**Fontil, Laura** (July 2011). Children with autism’s transition from specialized preschool environments to inclusive kindergarten programs (supervised by H. Petrakos)

**Goldstein, Cathy** (September 2010). Understanding the role of personal transformation in adults who have survived childhood cancer (supervised by H. Petrakos)

**Hubert, Michèle** (August 2010). Understanding the influence of parenting on early childhood health and health care utilization (supervised by L. Serbin)

**Jobin, Joelle** (August 2010). Health congruence in recent retirees: Effects on subjective well-being, developmental activity levels and health care usage (supervised by D. Pushkar)

**Khatchadourian, Miriam** (September, 2010). The influence of a social skills program on children’s social behaviour, affective perspective-taking, and empathy skills (supervised by H. Petrakos)

**Levesque, Annick** (May 2010). An investigation of the conditions under which procedural content enhances conceptual self-explanations in mathematics (supervised by H. Osana)

**Marshall, Cherry** (June 2010). Gender mainstreaming in Canada: Process without voice? (supervised by S. Paterson and F. Scala)
3rd Cycle (PhD)

Anderson-Gosselin, Penny (June 2011). Perceptual and cognitive factors in older adults with hearing loss (supervised by J.-P. Gagné)

Benigbui, Michael (March 2010). Mental health challenges and resilience in lesbian, gay, and bisexual young adults: Biological and psychological internalization of minority stress and victimization (supervised by P. Hastings)

Boivin, Ariane (December 2010). Développement social des enfants nés prématurément: Effet de l’intervention CoNaître (supervised by R. Tessier)

Côté, Sébastien (June 2010). Étude de variables telles que le développement cognitif et l’environnement familial sur le développement des troubles attentionnel chez les prématurés (supervised by R. Tessier)

Kousie, Shanna (March 2011). A behavioural and electrophysiological investigation of the “bilingual advantage” (supervised by N. Phillips)

Lee-Genest, Kevyn (December 2010). Gender and stress-related propensities to depression and substance use disorder from childhood to maturity: A prospective study (supervised by A. Schwartzman)

Longo Dos Santos (October 2010). Reading between the lines: Neural basis of abstract rule learning in biconditional grammar (supervised by V. Penhune)

Martin-Storey, Alexa (October 2010). Parenting, cognitive development and behaviour in high-risk sample (supervised by L. Serbin)

McIntyre, Méline (February 2010). LEtude du système motivationnel de l’enfant et les stratégies des enseignants associées (supervised by T. Bouffard)

Ruttle, Paula (March 2011). Disentangling the psychobiological mechanisms underlying youth’s mental health: Concurrent and longitudinal pathways (supervised by L. Serbin)

Saldarriaga, Lina (October 2010). The moderating effects of friends and friendship quality in the relationship between risk factors and peer victimization in early adolescents in Colombia (supervised by W. Bukowski)

Sarafian, Isabelle (November 2010). Evaluation of a peer education program for HIV prevention among hotel-based sex workers in Dhaka, Bangladesh: A social support framework (supervised by F. Aboud)

Savion-Lemieux, Tal (December 2010). The contributions of practice pattern, musical training, and development to motor sequence learning (supervised by V. Penhune)

Southall, Kenneth (December 2010). Self-stigma and hearing loss (supervised by J.-P. Gagné)

Stathopoulos, Helen (October 2010). An exploration of teacher beliefs, classroom organization, and obstacles to implementation in Quebec (supervised by H. Petrakos)

Trussler, Tanya (September 2010). Geotemporal factors affecting homicide and homicide clearance in Canada (supervised by J. Sandberg)

Velazquez, Ana (October 2010). Classroom context and aggression: Understanding the effects of change in classroom social structure (supervised by W. Bukowski)

Wasfi, Rania (November 2010). Transportation: A social determinant of health—examining travel behaviour, physical activity and body weight in Canada (supervised by N. Ross)

Whipple, Natasha (January 2010). Maternal behaviours in the context of child exploration (supervised by A. Bernier)

4th Cycle (Post-Doctoral Fellow)

Charil, Arnaud (October 2010). The Effects of Prenatal Maternal Stress on Brain Morphology in 11 Year-Old Children: The Quebec 1998 Ice Storm Project (supervised by S. King)

Tremblay, Tania (October 2010). Laterality effects on language related ERPs (supervised by N. Phillips)
Recognizing Excellence in Research Training

Our commitment to training is being recognized by our member institutions as well as by professional associations. Additionally, the awards our students are receiving reflect on their training and opportunities as well as on their own hard work. Over 60% of our trainees were funded in 2010-11 and many received media attention for their research achievements. They have also had their research successes recognized at society meetings. We are proud of our trainees at every level, from our undergraduate students to our postdoctoral fellows.

CRDH FELLOWSHIPS; 2010-11

DUNCAN, Hilary: Psychology, Ph.D.1 (supervised by Natalie Phillips)
FONTIL, Laura: Education, M.A.2 (supervised by Harriet Petrakos)
HALAWI, Ali: Political Science; Ph.D.2 (supervised by Patrik Marier)
HORTOP, Gaelle: Psychology, M.A.1 (supervised by Carsten Wrosch)
KINGDON, Danielle: Psychology, M.A.1 (supervised by Lisa Serbin)
LEACH, Jamie: Education, M.A.1 (supervised by Nina Howe)
MANTIS, Irene: Psychology, M.A.1 (supervised by Dale Stack)
MARTIN, Julie: Psychology, Ph.D.4 (supervised by Dale Stack)
RUEGGEBERG, Rebecca: Psychology, Ph.D.3 (supervised by Carsten Wrosch)
SAADE, Nour: Exercise Science, M.Sc (supervised by Richard DeMont)
TABRI, Nassim: Psychology, Ph.D.3 (supervised by Michael Conway)
VADAGA, Kiran: Psychology, M.A.1 (supervised by Karen Li)
PART FIVE: COMMUNICATION, PUBLIC POLICY, AND COMMUNITY OUTREACH
An important function of the Centre is to act as a source of expertise for policy makers, community groups, service agencies, and the general public. As the Centre has developed over the past few years, with additional new members and a growing reputation for being a multi-disciplinary and multi-institution centre, it is no surprise that we have been contacted and recognized by numerous community organizations, to provide public lectures and workshops. As well, our growing network has facilitated new research partnerships with community organizations, which play a significant role in information exchange and feedback to Center members’ research objectives. In addition, CRDH members have been very active serving on advisory boards, consulting with policy makers, and providing information to news media. Also, the dissemination of research findings to other experts and research trainees has taken CRDH members around the world to numerous international conferences, as well as meetings and seminars within the Québec scientific community.

Une des fonctions importantes des membres du Centre est d’agir à titre d’experts auprès des responsables ministériels, des groupes communautaires, des agences de services et du grand public. Grâce au développement qu’a connu les CRDH au cours des dernières années, avec l’ajout de membres et une réputation grandissante comme centre multidisciplinaire et multi-institutionnel, il n’est pas surprenant que les organisations communautaires nous demandent de présenter des conférences et des ateliers ouverts au public. De même, notre réseau sans cesse croissant a facilité la création de partenariats de recherche avec divers organismes communautaires qui jouent un rôle important quant à l’échange d’information et de commentaires à l’égard des objectifs de recherche des membres du Centre. De plus, les membres du CRDH ont participé très activement à des conseils consultatifs, servi d’experts pour ceux qui élaborent les politiques, et fourni de l’information aux médias. Aussi, la dissémination de nos résultats auprès d’autres experts et d’étudiants en recherche a conduit les membres du CRDH un peu partout sur le globe pour prendre part à nombre de congrès internationaux ainsi qu’à des rencontres et des séminaires dans la communauté scientifique québécoise.
Members in the Community

**ABOUD:**
Working with Save the Children US and Aga Khan and Plan International to evaluate and improve their programs for early childhood health, growth and development.

**OSANA:**
*(Workshops for Practitioners)*

**PENHUNE:**
Brain Awareness week, Café Scientifique: “The Brain Symphony/Le symphonie du cerveau”

**ROSS:**
*Organization of International Meeting*
I was funded by CIHR to host an international meeting to develop a research proposal around comparative longitudinal research on social determinants of health. This meeting was held Nov 1-2 at Hotel Le Germain in Montreal and was attended by 18 researchers and students. I was solely responsible for planning and hosting this meeting.

**SERBIN:**
*Symposium sponsored by Sen. Anne Cools:*

**TESSIER:**
*Community outreach*
Media: Adoption internationale, le cas des enfants Haïtiens, Radio Canada “24 heures en 60 minutes”

*Talks given to nonscientific audiences*
Tessier, R. Les interventions très hâtives auprès des enfants prématurés: une façon de réduire les retards de développement. Rencontre annuelle des cliniciens du CRSSS de Nicolet, Québec, 20 juin 2011

*International*
Tessier, R. KMC and lasting impacts on family relationships and infant development. Hospital University Research Center, Ahmedabad, India, February 4th 2011
Tessier, R. Kangaroo Mother Care, home environment and father involvement in the first year of life. Hospital University Research Center, Ahmedabad, India, February 5th 2011

*National*
Tessier, R. Le programme Mère Kangourou: son impact sur le développement cognitif et neurologique des grands prématurés. Réunion annuelle de l’Unité Mère Enfant du Centre Hospitalier Universitaire Université de Sherbrooke, Québec, 28 avril 2011

**ZELAZO:**
*Workshops conducted in the community*
40-hr IDB parent training, Montreal Autism Centre, Jul 5-Aug 12, 2010.
8-hr IDB parent training, Montreal Autism Centre, Oct 12-14, 2010.
15-hr IDB parent training, Montreal Autism Centre, Jan 31-Feb 3, 2011.
12-hr IDB parent training, Montreal Autism Centre, May 9-12, 2011.
Day IDB Pre-K Workshop, Montreal Autism Centre, Feb 14-Feb 17, 2011.
Day IDB Pre-K Workshop, Montreal Autism Centre, May 23-26, 2011.
Half-Day Site Visit, Playgroup led by parents of children with ASD, Montreal Autism Centre, Jun 6, 2011.
School Integration, Training & Supervision (6 schools in the Greater Montreal Area; 1 school in London, UK; 1 school in Virginia, USA), Montreal Autism Centre, 2010-2011.
Supervision parent-implemented developmental-behavioural interventions via videoconferencing between Montreal (Quebec) and Gander (Newfoundland & Labrador), London (UK), Hannover (Germany), Belchertown (MA, USA), Malone (NY, USA), and Lorton (VA, USA).

Talks given to nonscientific audiences
Seminar Series (Anxiety, contingent positive reinforcement, shaping, and schedules of reinforcement in the classroom, Information Workshop, École Montessori de Montréal, Pedagogical Day Training (Nov 8, 2010).
Film Developer 2 (Nov 19, 2010).
Conference Presentations

In 2010-11, all of our researchers have been active in presenting their work, within their universities and at scientific conferences, nationally and internationally. Our participation in scientific meetings ranges from student-authored posters to delivering invited keynote addresses. These presentations often reach beyond their scientific and professional audience, welcoming students, practitioners, and the general public, and are often reported on in the local media. In the following selected list, our researchers are listed in bold, while the names of current CRDH trainees are underlined.

CRDH Presentations; 2010-11 (partial list)

Notes: CRDH Members = bold; CRDH trainees (past & present) = underlined; CRDH lab personnel = asterisk*


**Anderson Gosselin, P. & Gagné, J.P.** (2010, May). Older adults expend more effort to understand audiovisually presented speech in noise. Poster of preliminary data presented at the International Symposium of the Groupe de recherche sur le système nerveux central, Montreal, QC.

**Anderson Gosselin, P. & Gagné, J.P.** (2010, August). Older adults expend more effort to recognize audiovisually presented speech in noise. Poster presented at the *International Hearing Aid Conference (IHCON 2010), Lake Tahoe, CA.*

**Anderson Gosselin, P. & Gagné, J.P.** (2010, October). Older adults expend more effort to understand speech in noise. Presented at the annual meeting of the American Academy of Audiology, San Diego, CA.


de la relation entre la comparaison sociale et le biais d'évaluation des compétences. Société française de psychologie, Lille, France.


Bouffard, T. (2010, April). La perception de compétence comme déterminant de l'estime de soi à l'adolescence. Rendez-vous annuel des intervenants et des intervenantes jeunesse de la Table de concertation jeunesse de la région de Chateauguay, Centre de santé et de services sociaux Jardins-Roussillon - CLSC Châteauguay, Châteauguay, Canada.


Bouffard, T. (2010, May). Quand le sentiment d'efficacité personnelle du jeune vient à manquer, comment garder son estime de soi. La journée de perfectionnement du Service régional de soutien et d'expertise en adaptation scolaire, MELS; Centre de formation professionnelle de la Commission scolaire des Patriotes, Ste-Julie, Canada.


Bouffard, T. (2010, November). À choisir, que vaut-il mieux devant la certitude de mal réussir: Travailler fort quand même et passer pour un cancre, ou en faire le moins possible, quitte à passer pour un paresseux? Commission scolaire des Navigateurs (CSDN), Lévis, Canada.


Bukowski, W.M. (2011, February). Aggression and the Self. Department of Psychology, Brock University, St-Catherines, ON.

Bukowski, W.M. (2011, February). Care and justice as predictors of social functioning in girls and boys. Department of Psychology, University of California, Santa Cruz, CA.


Chiarella, S. (2011, March). Talking and thinking about the mind: Relations between toddlers’ internal state, language, and theory of mind skills. Société Québécoise pour la Recherche en Psychologie (SQRP), Quebec, Canada.


**Ellenbogen, M.** (2010, November). When good hormones go bad: Stress, cortisol, and the affective disorders. *Lady Davis Institute of the Jewish General Hospital, Montreal, Canada.*

**Ellenbogen, M.A.** (2011, January). Exploring the effects of intranasal oxytocin on stress reactivity and cognition. Invited address at the Schizophrenia and Neurodevelopmental Disorder Seminar, Douglas Mental Health University Institute, McGill University, Montréal, Québec.

**Ellenbogen, M.A.** (2011, March). When good hormones go bad. Stress, cortisol, and the affective disorders. Invited address at the Department of Psychology, Ghent University, Belgium.

**Ellenbogen, M.A.** (2011, March). When good hormones go bad. Stress, cortisol, and the affective disorders. Invited address at Neuroscience/Psychology Departmental Proseminar, Institute of Interdisciplinary Studies & Department of Neuroscience, Carleton University, Ottawa, Ontario.


**Flamand, V.**, *Schneider, C.*, & *Nadeau, L.* (2010, June). Cerebral excitability and visuomotor coordination in 8 year-old children born very preterm. 8th Conference on Kangaroo Mother Care, Quebec City, Canada.


**Fraser, S.**, *Li, K.*, & *Penhune, V.* (2010, April). Age differences in sequential tapping with cognitive load. *Cognitive Aging Conference (CAC), Atlanta, U.S.*


Hastings, P. (2011, March). Advancing the understanding of prosocial development: An international perspective. **Society for Research in Child Development (SRCD), Montreal, QC.**

Hastings, P. (2011, March). Examining the relations between externalizing problems and empathic and prosocial behavior in 4 and 6 year-old children. **Society for Research in Child Development (SRCD), Montreal, QC.**

Hastings, P. (2011, March). Examining the physiology, social contexts, and consequences of temperamental inhibition and exuberance. **Society for Research in Child Development (SRCD), Montreal, QC.**


Hodgins, S., De Brito, S., & Gregory, S. (2010, October). The neurobiology of stable antisocial behaviour: A review of current...
knowledge. Life History Research Society, Montreal, Canada.


Julien, D. (2010, November). Sexual and gender diversity, vulnerability, and resilience: Qualitative and quantitative explorations of multiple discrimination experiences. Colloque Innovations in Gender, Sex, and Health Research: Every Cell is Sexed, Every Person is Gendered, Toronto, ON.


Li, K.Z.H. (2011, March). The interplay of cognitive and motor aging: Patterns of compensation and plasticity. Invited clinical conference, Jewish Rehabilitation Hospital, Laval, QC.


Luong, KC., Tra Vo, T., Van Pham, T., & Tessier, R. (2010, June). Massage therapy in the NICU: A confirmatory study. International Conference on Kangaroo Mother Care, Montréal, Canada.


Marier, P. (2010, April). Why did the CCF fail? A Swedish answer. European Community Studies Association, University of Victoria, Victoria, BC.


Pansu, P. (2010, June). KMC and lasting impact on infant development and family relationships. International Conference on Kangaroo Mother Care, Montréal, Canada.


Schneider, C., Tessier, R., Charpak, N., & Nadeau, L. (2010, June). Brain functioning and KMC influence in adolescents born very prematurely: A Quebec-Bogota multi-faceted approach using magnetic stimulation and imaging of brain. 8th Conference on Kangaroo Mother Care, Quebec City, QC.


quality and self-worth. Society for Research in Child Development (SRCD), Montreal, Canada.


Tabri, N. & Conway, M. (2011, January). University students’ attachment to their social class background supports their expectations of leaving it. Society for Personality and Social Psychology (SPSP), San Antonio, U.S.


Tessier, R. (2010, June). Massage the premature baby: some evidences from a literature review. International Conference on Kangaroo Mother Care, Québec, Canada.

Tessier, R. (2010, June). Kmc and lasting impact on infant development and family relationships. 8th International Conference on Kangaroo Mother Care, Quebec, Canada.


data. The 2011 Biennial meeting of the Society for Research in Child Development (SRCD), Montreal, QC.


Yott, J. (2011, March). Do infants understand people’s false belief? Société Québécoise pour la Recherche en Psychologie (SQRP), Quebec, Canada.


FEATURE:

CRDH Annual Conference

Each year, the CRDH chooses a developmental theme and holds a conference with student and faculty members presenting their latest research. In 2010-2011, the theme was: Development in Context. Details of selected paper presentations and poster presentations follow.

Development in Context

Thursday, February 3rd, 2011

Dr. Clyde Hertzman (Director, Human Early Learning Partnership (HELP), at the University of British Columbia; a Canadian Research Chair in Population Health and Human Development; and Professor, School of Population and Public Health at UBC). The State of Early Human Development in Canada

Friday, February 4th, 2011

Dr. Nina Howe (CRDH Researcher; Education, Concordia University). Sibling teaching in different contexts

Dr. Suzanne King (CRDH Researcher; Psychiatry, McGill University). The Meteorological Context: How prenatal exposure to severe weather events influences child development

Poster Session

(1) Considering cultural contexts: Cultural variations in the associations between friendship quality and self-worth (Melissa R. Simard & William M. Bukowski; Concordia University)

(2) The relations between meaning searching and uncontrollable thinking (Nathida Siriapaipant, Giuseppe Alfonsi, & Michael Conway; Concordia University)

(3) Self-regulatory behaviour during mother-child interactions in high-risk preschoolers: Influence of context (Eliana G. August, Dale M. Stock, Stephanie Correia, Lisa A. Serbin, Jane E. Ledingham, & Alex E. Schwartzman; Concordia University)

(4) The emotional flexibility of mothers with childhood histories of aggression and/or social withdrawal during a game-playing task: A dynamic systems perspective (Leah N. Enns, Dale M. Stack, Ariela Cohen, Lisa A. Serbin, Jane E. Ledingham, & Alex E. Schwartzman; Concordia University)

(5) Children’s deceptive behaviours towards familiar and unfamiliar adults (Minam Kirmoyer, Shanna M. Williams, & Victoria Talwar; McGill University)
(6) Children with Autism and their transition Preschool to Kindergarten: A multicultural approach (Laura Fontil & Harriet Petkakos; Concordia University)

(7) Quality of the mother-child relationship and prediction to preschoolers’ social competence in fullterm, very low birth weight/ preterm, and at-risk children (Irene Mantis, Nadine Grouard, Dale M. Stack, Lisa A. Serbin, & Alex E. Schwartzman; Concordia University)

(8) Functional mechanisms underlying executive function in younger and older adults: An EEG coherence study (Stephannie Davies, Erin K. Johns, & Natalie A. Phillips (Concordia University)

(9) Attention training increases emotional reactivity to stress (Kamila Pilgrim, Karine Paquin, & Mark Ellenbogen; Concordia University)

(10) The early emergence of problem behavior and elementary school adjustment: A longitudinal investigation of academic and social problems (Julia Feldstein, Dale M. Stack, Lisa A. Serbin, Paul Hastings, Rosemary Mills, & Alex E. Schwartzman; Concordia University)

(11) Effects of age and cognitive load on finger sequencing performance (Yana Korotkevich, Karen Li, & Virginia Penhune; Concordia University)

(12) Longitudinal effects of depression and need for cognition on cognitive function in recent retirees (Lawrence H. Baer, Nassim Tabri, Mervin Blair, Dorothea Bye, Karen Z.H. Li, Dolores Pushkar; Concordia University)

(13) Why and how of goal pursuits: Interactive effects of motivation and control on subjective well-being (E. Guëlle Hartop, Carsten Wrasch, Marylene Gagne, & Tal Aviram; Concordia University)

(14) Gender differences in story coherence of children’s narratives (Brynheld Martinez & Ofra Azlan; Concordia University)

(15) Toddler’s internal state language relates to their theory of mind abilities (Sabrina S. Chiarella, Diane Poulin-Dubois, Suzanne Kristen, & Beate Sodian; Concordia University)

(16) Success after school entry among disadvantaged children: Parenting, home environment, and parental involvement as predictors of academic performance in the first years of schooling (Danielle Kingdon, Lisa A. Serbin, & Dale M. Stack; Concordia University)

(17) Attachment style with mother as a predictor of late adolescent’s observed dyadic interactions with close peers (Nicolina Ratto, Anna Beth Doyle, & Dorothy Markiewicz; Concordia University)

(18) The role of child maltreatment in stress generation: Moderation by gender (Laura Cattini & Kate Harkness; McGill University)

(19) La résilience chez les jeunes gais, lesbiennes et bisexuel·les victimes d’homophobie en milieu scolaire (Marie-Pier Petit, Line Chamberland, & Gabrielle Richard; Université du Québec à Montréal)

(20) Self-regulation as a mediating mechanism between religiosity and positive outcomes (Claire Barnes, Melissa Simard, & William Bukowski; Concordia University)

(21) Mother-Child communication in the context of the family: Promoting healthy development in high-risk children (Lindsey E. Barrieau, Dale M. Stack, Joleen Cairazza, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman; Concordia University)

(22) Measuring children’s attitudes towards disability after one year in a reverse integrated setting (Erin Sulla & Miranda D’Amico; Concordia University)

(23) Siblings’ use of internal state language in pretend play (Shireen Abuhatoum, Nina Howe, & Sandra Chang-Kredl; Concordia University)

(24) Dynamic and morphological primes influence10-month-olds’ categorization (Kristyn Wright & Diane Poulin-Dubois; Concordia University)

(25) Which friendship quality moderates the association between avoidance and anxiety the most? (Courtney Ostrega, Caroline Doramajian, Felicia Meyer, Jonathan Santo, & William Bukowski; Concordia University)

(26) Do infants possess an implicit understanding of false beliefs? (Jessica Yatt & Diane Poulin-Dubois; Concordia University)

(27) The contribution of maternal characteristics, child characteristics, and paternal factors in maternal rejection and control of their young children (Daniel C. Kapola-Sibley, David C. Zuroff, & Melanie Dirks; McGill University)

(28) Recalled peer relationship experiences and current levels of self-criticism and self-reassurance (Daniel Kapola-Sibley, David C. Zuroff, & Melanie Dirks; McGill University)

(29) Resolution of hypothetical peer conflicts by mothers and their preadolescent children: An intergenerational high-risk study (Julie P. Martin, Dale M. Stack, Laura Ng, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman; Concordia University)

(30) Contextual typologies: Gambling practices among university students (Marc-Antoine Côté-Marci & Sylvia Kairouz; Concordia University)

(31) Psychological symptoms in childhood and later socioeconomic functioning: Are associations moderated by neighborhood context? (Ciara Briscoe & Melanie A. Dirks; McGill University)

(32) The development of social competence from parent-child to peer relationships: A systematic review (Sandra Della Porta; Concordia University)

(33) Time course analyses of inhibitory functioning in young and older adults using a sequential paradigm (Mervin Blair, Michael Dalili, Kiran Vadaga, & Karen Li; Concordia University)
CRDH Graduate Student Presentations

The Influence of Epistemic and Emotional Reliability on Infants’ Learning and Prosocial Behaviours
Ivy Brooker & Diane Poulin-Dubois (Concordia University)

The current study extended findings that infants can track the reliability of others by examining how an agent’s intellectual and emotional reliability affects infants’ word-learning, imitation, and prosocial behaviours. Fifty-five 18-month-old infants were first exposed to a speaker who was either helpful and correctly labeled and used familiar objects (reliable), or was unhelpful and incorrectly labeled and used objects (unreliable). Afterwards, infants in both groups were administered a series of tasks in a counterbalanced order. One was a word learning task during which the experimenter labeled a novel object with a new word while the infant was exploring another unfamiliar toy. In another task, infants observed an experimenter successfully open a birdhouse to retrieve a toy by removing a pin and were subsequently given a chance to imitate her actions. Finally, infants observed an experimenter demonstrate need in a series of tasks and were given the opportunity to help her without being verbally prompted or rewarded. Interestingly, the reliability of the experimenter did not affect infants’ word learning or imitating behaviours. Contrastingly, those exposed to a reliable person tended to help more frequently on the various tasks, in addition to having a shorter latency to do so. Overall, the results appear to indicate that 18-month-olds are sensitive to emotional and cognitive reliability, preferring to help a reliable person. These findings are the first to test the selectivity of infants’ cognitive and social behaviours.

Contemplating Dropout: The Role of the Impostor Phenomenon
Marie-Hélène Chayer, Thérèse Bouffard, & Arielle Bonneville-Roussy (Université du Québec à Montréal)

People who suffer from a feeling of impostor come to doubt of their own abilities, believe that others overestimate their capacities, have the constant feeling of misleading others and live in fear of being unmasked. Because they highly doubt of their abilities and fear that their real abilities would eventually be revealed, people having the feeling of being an impostor would be more prone to drop out of school and make life choices and career that are below their real capacities. However, no empirical study has yet examined those consequences among young students. The objective of this study was to examine the relationship between the impostor phenomenon and positive attitudes toward school dropout among teenagers. Using a prospective approach, we tested a model in which impostors feeling assessed at a given point of time should predict academic outcomes a year later which in turn should predict ideations about school dropout the year after. To do this, 567 students (290 boys and 277 girls, 10-11 years-old at T-1) participated to the study. Overall, the variables accounted for 14.6% of the variance in ideations about school dropout. The discussion will address the processes by which feeling of being an impostor can undermine academic and psychological functioning of students.

Home Care in ‘Style’: Examining Policy Styles and Home Care Policies in New Brunswick and Nova Scotia
Christopher Cooper (Concordia University)

As the demographic age structure of Canada changes, so too does the primary type of healthcare demanded. Because however, home care falls outside the definition of care under the Canada Health Act, institutional differences between the provinces can saliently affect the types of policies and programs developed. Looking to New Brunswick (NB) and Nova Scotia (NS) this paper finds that despite having similar regional orientation, geography, demography and economies, marked differences exist in the types of home care programs and policies adopted by the provinces. Conceiving policy styles - defined as the embedded cultural and institutional norms within the state - as operating within a neo-institutionalist framework the paper tests the thesis that differences in the policy style result in different home care policies. The findings suggest that NB’s anticipatory and imposition policy style has led to innovative and comprehensive home care policies, whereas the reactive and consensus policy style of NS has caused home care policies to be laggard in respect to the status quo. The greater significance of the paper suggests that as Canada’s population ages the manner in which the provinces react depends heavily on institutional differences thus leading to greater questions about regional inequalities of care found across Canada.

Regret Management Strategies Across the Lifespan
Jamie C. Farquhar (Concordia University)

The opportunity to undo one’s life regret may ebb and flow throughout the lifespan as a result of changing life circumstances. That being said, older adults tend to possess lower levels of opportunity to undo their regrets than younger adults due to biological, societal, and normative obstacles. Previous research has suggested that differential regret management strategies are required when managing regrets of low versus high opportunity; however, this has not been tested empirically. In the current study, opportunity to undo one’s regrets has been manipulated so to examine the consequences of specific regret management strategies. Younger (18-30 years) and older adults (60 years and older) who possessed three severe life regrets were asked to write about each regret in a three-day writing task. Half of
the participants were asked to write about how they possess unfavorable opportunities to undo their regrets and to subsequently consider disengaging from their regrets whereas the other half of participants were asked to write about favorable opportunity and how they might successfully undo their regrets. I hypothesized that older adults, who often possess unfavorable opportunities, would benefit most from focusing on their low opportunities whereas younger adults would benefit most from focusing on their high opportunities. The results supported these hypotheses. Older, but not younger, adults in the low opportunity condition had increases in psychological closure at three-month follow-up whereas younger, but not older, adults in the high opportunity condition had decreases in regret intensity at three-month follow-up. Furthermore, these changes mediated the relationship between condition assignment and three-month changes in sleep quality therefore highlighting a pathway from regret management to improved physical health. Implications and future directions will be discussed.

Quality of maternal touching and fullterm and very-low-birthweight preterm infants’ self-regulating abilities during a face-to-face still-face interaction
Amelie D.L. Jean & Dale M. Stock (Concordia University)
Infants’ ability to regulate emotions during distress emerges through mother-infant exchanges. It has been suggested that the self-regulating abilities of very-low birth weight (VLBW) preterm infants may be hindered. Since, mother’s touch has shown to promote emotional regulation in fullterm infants, examining the contribution of mother’s touch and VLBW-preterm infants’ self-regulating abilities in response to distress would make an important contribution toward understanding processes of regulation and their association with touch. Mothers and their 5½-month-old fullterm (n=40) and VLBW-preterm (n=40) infants participated in a Still-Face (SF) procedure. The objectives were to compare: (1) types of infants’ self-regulating abilities, (2) functions of maternal touch, (3) impact of infants’ distress on these mother-infant behaviors. Dyads participated in two Normal (N) interaction periods separated by a SF period; these interactions were coded second-by-second for infants’ self-regulatory behaviors, maternal functions of touch, and infants’ distress level. Both groups engaged in similar amounts of self-regulatory behaviors across periods with increased self-comforting, attention-seeking and escape behaviors during the SF. In the Reunion (RN) period, fullterm infants demonstrated greater self-comforting-regulatory behavior than did VLBW-preterm infants. Infants exhibiting low distress displayed more gaze aversion in the RN. Regarding the functions of touch, mothers in both groups used attention-getting touch during the N period and more nurturing and playful touch in the RN. However, mothers of VLBW-preterms engaged in more playful touching across periods. Mothers’ reactions to their infants’ distress level during the SF differed: when fullterms exhibited distress, mothers increased their amount of nurturing touch, whereas no changes in touch were observed in VLBW-preterm dyads. Taken together, findings underscore the importance of studying self-regulating behaviours and touch within mother-infant dyads, and highlight the importance of examining infants’ reactions to the SF and the impact of birth status on mother-infant regulating behaviors.

Gambling on Internet Poker: What’s Really at Stake?
Tsvetelina Mihaylova & Sylvia Kairouz (Concordia University)
This study aims to describe online poker gambling patterns and the associated risks among university students by comparing Internet to non-Internet poker players. The sample (N=367) was drawn from the Gambling among University Students Survey (ENHJEU) conducted among undergraduate students in three universities and three affiliated schools in Montreal. The study employed the Canadian Problem Gambling Index diagnostic measure (Ferris & Wynne, 2001), gambling involvement indicators, and socio-demographic measures. Alcohol and substance use and abuse measures and questions on major life area problems were used to assess gambling-related problems. Logistic regressions revealed that compared to non-Internet poker players, Internet poker players are more likely to be male (OR=6.5, p<.001) and to be born outside Canada (OR=2.1, p<.05). They are also more likely to report higher levels of problem gambling (17.4 vs. 1.1%), spend more money and have more debt as a result of playing poker. Compared to non-Internet poker players, Internet poker players show an increased likelihood to use illicit drugs (OR=2.1, p<.05), and to experience problems with their family, studies, finances, and work due to gambling on poker. The risks associated with Internet and poker gambling for university students, namely an increased vulnerability to gambling problems, substance use and major life area problems, warrant interventions addressing the co-occurring nature of these behaviours.
the participants were asked to write about how they possess unfavorable opportunities to undo their regrets and to subsequently consider disengaging from their regrets whereas the other half of participants were asked to write about favorable opportunities and how they might successfully undo their regrets. I hypothesized that older adults, who often possess unfavorable opportunities, would benefit most from focusing on their low opportunities whereas younger adults would benefit most from focusing on their high opportunities. The results supported these hypotheses. Older, but not younger, adults in the low opportunity condition had increases in psychological closure at three-month follow-up whereas younger, but not older, adults in the high opportunity condition had decreases in regret intensity at three-month follow-up. Furthermore, these changes mediated the relationship between condition assignment and three-month changes in sleep quality therefore highlighting a pathway from regret management to improved physical health. Implications and future directions will be discussed.

Quality of maternal touching and fullterm and very-low-birth-weight preterm infants’ self-regulating abilities during a face-to-face still-face interaction
Amelie D.L. Jean & Dale M. Stack (Concordia University)
Infants’ ability to regulate emotions during distress emerges through mother-infant exchanges. It has been suggested that the self-regulating abilities of very-low birth weight (VLBW) preterm infants may be hindered. Since, mother’s touch as been shown to promote emotional regulation in fullterm infants, examining the contribution of mother’s touch and VLBW-preterm infants’ self-regulating abilities in response to distress would make an important contribution toward understanding processes of regulation and their association with touch. Mothers and their 5½-month-old fullterm (n=40) and VLBW-preterm (n=40) infants participated in a Still-Face (SF) procedure. The objectives were to compare: (1) types of infants’ self-regulating abilities, (2) functions of maternal touch, (3) impact of infants’ distress on these mother-infant behaviors. Dyads participated in two Normal (N) interaction periods separated by a SF period; these interactions were coded second-by-second for infants’ self-regulating behaviors, maternal functions of touch, and infants’ distress level. Both groups engaged in similar amounts of self-regulatory behaviors across periods with increased self-comforting, attention-seeking and escape behaviors during the SF. In the Peason (RN) period, fullterm infants demonstrated greater self-comforting-regulatory behavior than did VLBW-preterm infants. Infants exhibiting low distress displayed more gaze aversion in the RN. Regarding the functions of touch, mothers in both groups used attention-getting touch during the N period and more nurturing and playful touch in the RN. However, mothers of VLBW-preterms engaged in more playful touching across periods. Mothers’ reactions to their infants’ distress level during the SF differed: when fullterms exhibited distress, mothers increased their amount of nurturing touch, whereas no changes in touch were observed in VLBW-preterm dyads. Taken together, findings underscore the importance of studying self-regulating behaviors and touch within mother-infant dyads, and highlight the importance of examining infants’ reactions to the SF and the impact of birth status on mother-infant regulating behaviors.

Gambling on Internet Poker: What’s Really at Stake?
Tsvetelina Mihaylova & Sylvia Kairouz (Concordia University)
This study aims to describe online poker gambling patterns and the associated risks among university students by comparing Internet to non-Internet poker players. The sample (N=367) was drawn from the Gambling among University Students Survey (ENH-BLI) conducted among undergraduate students in three universities and three affiliated schools in Montreal. The study employed the Canadian Problem Gambling Index diagnostic measure (Ferris & Wynne, 2001), gambling involvement indicators, and socio-demographic measures. Alcohol and substance use and abuse measures and questions on major life area problems were used to assess gambling-related problems. Logistic regressions revealed that compared to non-Internet poker players, Internet poker players are more likely to be male (OR=6.5, p<.001) and to be born outside Canada (OR=2.1, p<.05). They are also more likely to report higher levels of problem gambling (17.4 vs. 1.1%), spend more money and have more debt as a result of playing poker. Compared to non-Internet poker players, Internet poker players show an increased likelihood to use illicit drugs (OR=2.1, p<.05), and to experience problems with their family, studies, finances, and work due to gambling on poker. The risks associated with Internet and poker gambling for university students, namely an increased vulnerability to gambling problems, substance use and major life area problems, warrant interventions addressing the co-occurring nature of these behaviours.
CENTRE FOR RESEARCH IN HUMAN DEVELOPMENT (CRDH)
CONCORDIA UNIVERSITY
Loyola Campus
7141 Sherbrooke St. West
Montreal, Quebec, Canada H4B 1R6
Telephone: 514-848-2424 ext. 2240
Fax: 514-848-2815
crdh@alcor.concordia.ca
crdh.concordia.ca

CENTRE DE RECHERCHE EN DÉVELOPPEMENT HUMAIN (CRDH)
UNIVERSITÉ CONCORDIA
Campus Loyola
7141, rue Sherbrooke Ouest
Montréal (Québec) Canada H4B 1R6
Téléphone : 514 848-2424, poste 2240
Télécopieur : 514 848-2815
Courriel : crdh@alcor.concordia.ca
crdh.concordia.ca